DOCUMENT RESUME

ED 101 896 95 RC 008 331

AUTHOR	Hale, James A.
TITLE	A Model Program for Training Personnel to Develop Solutions to Major Educational Problems in the Indian and Mexican-American Communities. Final Report.
INSTITUTION	New Mexico Univ., Albuquerque. Dept. of Educational Administration.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-2-0589
PUB DATE	Dec 73
GRANT	OEG-0-72-1586
NOTE	223p.
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	*American Indians; Change Agents; Consortia; Educational Development; *Educational Researchers; *Higher Education; Interinstitutional Cooperation; *Mexican Americans; *Models; Program Evaluation; Skill Development; Summative Evaluation; Training
IDENTIFIERS	*Chicanos

ABSTRACT

The program's objective was to train a cadre of research and development specialists with competencies to strengthen and institutionalize organizational assessment and program development within higher education institutions serving large numbers of Chicano and Native American students. The project's two major thrusts were: (1) project management and consortium arrangements and (2) articulation of curriculum objectives, content, and activities. Faculty members and administrators from 17 2-year and 4-year "developing" institutions of higher education located in the Southwestern United States participated. The research training program consisted of: (1) an entry skills diagnostic test administered prior to the start of formal instruction; (2) a formal academic training phase; and (3) a practicum or followup phase conducted at the parent institution and at the Educational Testing Service. Both "enroute" and terminal performance measures were used in the program's evaluation. Although the model was deficient along some lines, it proved to be useful in identifying the major dimensions of a training program. This report contains documentation of the program objectives, activities, and evaluation and the results of testing a transportable training model. External evaluator's reports (pre-post, comparative, and summative) are included in the form submitted. (NQ)

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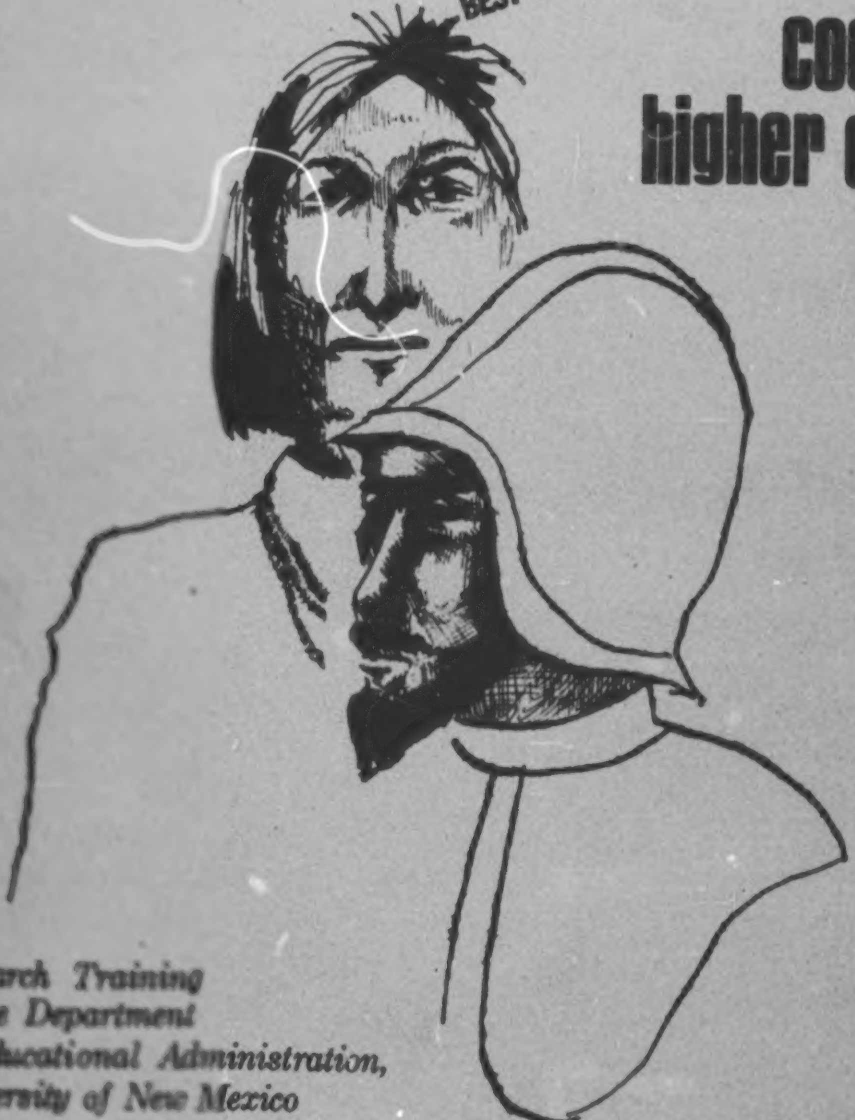

*Research Training
at the Department
of Educational Administration,
University of New Mexico*

RC008331

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FINAL REPORT

Project No. R020589

Grant No. OEGO-72-1586

A MODEL PROGRAM FOR TRAINING PERSONNEL TO DEVELOP SOLUTIONS TO MAJOR EDUCATIONAL PROBLEMS IN THE INDIAN AND MEXICAN-AMERICAN COMMUNITIES

[A Cooperative Higher Education Project]

James A. Hale

The University of New Mexico

Albuquerque, New Mexico

December 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

National Institute of Education

National Center for Educational Research and Development

ABSTRACT

The general objective of this project was to train a cadre of research and development specialists with competencies to strengthen and institutionalize organizational assessment and program development within higher education institutions serving high concentrations of Chicano and Native American students.

Seventeen participants from two-year and four-year "developing" institutions were supported under Title III, Higher Education Act. Program planning, management, implementation and evaluation were supported by the National Center for Education Research and Development -- Training Division.

The report contains documentation of the program objectives, activities, and evaluation and the results of testing a transportable training model. External evaluator's reports (pre-post, comparative and summative) are included in the form submitted.

PREFACE

A purpose of this report is to disseminate a conceptual model for RDD & E training directed toward a specific target population. The consortium and the bilateral agreement each recognize inter-institutional cooperation among institutions of higher education. The curriculum programming recognizes substantive skill development for individuals who have been identified by their respective institutions as "promotables." Because of those two thrusts, the consortium and the training, we have again invested our talents in working with people in a very different way. And, again, we have found that investment to be most satisfying.

J.H.
R.B.
I.C.
R.L.
P.P.
P.R.
H.U.

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INTRODUCTION

The purposes of this report are two fold; first, to serve as a final report to the National Institute of Education and second, to disseminate the results of our experience to other institutions of higher education which might benefit from that experience.

The general objective of our activity was stated as follows:

> To develop a cadre of trained research and development specialists with the competencies to strengthen and institutionalize organizational assessment and program development within institutions serving high concentrations of Chicano and Native American students.

More specifically, program thrusts were stated as:

> 1. To train personnel in participating institutions to design and implement programs to increase the responsiveness of the institution to the client groups being served; and
>
> 2. To train personnel in organizational analysis so that change processes can be implemented.

Additionally, it was agreed that the entire experience would be documented to form an exportable model program which could be used by others to prepare minority personnel for research and development positions in two-year and four-year developing institutions of higher education.

It must be recognized at the outset that all of the steps essential to the development of a quality exportable training model were not carried out in the experience reviewed in this report. That inadequacy was anticipated when it was agreed that the College would undertake the 18-months activity. In spite of this shortcoming, it was the opinion of the College personnel involved that the activities could produce many

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benefits for the participating institutions and students and for the College. Therefore, some compromises were made initially.

In the view of the authors of this report, the development of an exportable training model ideally would require at least 30 months of activity. In this time-frame the phases of development would include:

(a) 4-6 months of preplanning and program definition,
(b) 12 months implementation and formative evaluation,
(c) summative evaluation,
(d) re-definition of program,
(e) 12-months implementation and formative evaluation of the refined program,
(f) summative evaluation,
(g) re-definition and documentation of the program for exportation.

The experience reported here included only phases (a), (b), (c) and (g). Therefore, we would suggest that the experience reported herein will serve best those who also feel that they can benefit from a one-time short-run training program. We would further suggest that the re-cycle training model reported in Section IV of this document might be an appropriate starting position.

One of the substantive benefits received by the College as a result of this externally supported activity was the resources made available for program planning purposes. The Department of Educational Administration had for some time sought an opportunity to reassess its training program in terms of the extent to which it serves members of minority groups in the Southwest. Section I of this report describes our capitalization of this opportunity and defines the foundation upon which the implementation of our training activities were based.

Section II of this report represents the two major thrusts of the project; first the project management and consortium arrangements,

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and second the articulation of the curriculum objectives, content and activities.

Section III presents the summative evaluation data received from students and selected personnel at their respective home institutions and the results of a needs assessment survey.

Section IV contains a description of the re-defined instructional program and management strategies. This is the model that would be implemented and evaluated if we had an additional 12 months for phase (e) of the ideal development sequence noted above.

The appendices contain basic information about the participating institutions, profiles of student participants, relevant program documents, and reports submitted by external evaluators.

Finally, the reader should keep in mind that this project was supported by two federal agencies: The National Institute of Education for planning, management, documentation, and dissemination and the United States Office of Education, Higher Education Act, Title III, for student support through a bilateral agreement between two institutions of higher education. Much has been written about lack of cooperation between federal agencies and among institutions of higher education. We did not find that to be so; quite the contrary, we received excellent cooperation from all parties to this effort and are of the opinion, based upon our experience, that although management complexities abound in such an undertaking they are well worth the effort.

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SECTION I

A MODEL FOR A PROGRAM TO STRENGTHEN INSTITUTIONAL RESEARCH AND DEVELOPMENT CAPABILITY IN INSTITUTIONS WITH SUBSTANTIAL ENROLLMENTS OF CHICANO AND NATIVE AMERICAN STUDENTS

In the Abstract to the Cooperative Higher Education Project (Project No. R020589), the following statement of objectives was made:

> The general purpose of the program will be to design and implement a model program for the training of institutional researchers in institutions of higher learning with high concentrations of Chicano and Native American students.
>
> This program will be designed cooperatively to meet the following general objective:
>
> To develop a cadre of trained research and development specialists with the competencies to strengthen and institutionalize organizational assessment and program development within institutions serving high concentrations of Chicano and Native American students.
>
> In order to accomplish the general objective, the program objectives would be:
>
> 1. To train personnel in participating institutions to design and implement programs to increase the responsiveness of the institution to the client groups being served.
>
> 2. To train personnel in organizational analysis so that change processes can be implemented.
>
> In addition, the entire program will be documented to form an exportable model program for training personnel of this type in other settings.

The preceding established the broad parameters for conceptualizing the program. In brief, the training program model was to address itself to the staffing needs of developing institutions of higher education serving

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unique populations, while simultaneously being of sufficient generality to be "exportable."

A review of the literature on administrator preparation programs in higher education was largely unproductive in terms of providing conceptual direction for program construction. Rogers (1969) states bluntly, "We do not know what constitutes a 'program' in higher education [p. 63]." In a similar vein Mayhew (1973) writes, "While many have yearned for theory, there is no generally acceptable theory about how higher education functions, nor has there evolved a theory of how to study it [p. 2]." In the absence of a theoretical frame, the data on programs in higher education are largely restricted to counting and categorizing course offerings in the domain. (See for example, W. A. Overholt, Higher Education as an Object of Study and a Subject for Teaching and Research in American Universities, Boston University, n.d.)

Reviewing the literature on public school administrator training programs was similarly unfruitful. Culbertson's (1969) sifting of the literature identified ten inter-related program components but provided no overarching rationale or conceptual scheme. A more recent review of the literature concludes with the comment:

> Although a few reasonably specific criticisms appear in the literature, the majority of published statements are relatively imprecise and general. There is much repetition of broad platitudes, but little explicit analysis of trends and needs. Further, the platitudes tend largely to be negative in tone . . . . Apparently most authors writing about administrator preparation either have chosen not to accept the greater challenge of constructiveness or have been overly modest in reporting their achievements and offering their solutions.
>
> Thus, it may be concluded that the literature devoted to the preparation of school administrators tends to be selective in focus, general in nature, and negative in attitude [Farquhar and Peele, 1972, p. 56].

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In brief, neither in the higher education literature nor in the broader domain of school administration is there a solid conceptual or research base upon which to construct a model for the training program envisioned by the present project. Hence we found ourselves relying largely upon "professional wisdom" and "principles" in searching out rational program dimensions.

GUIDING PRINCIPLES

Two principles remained foremost in our thinking: flexibility and comprehensiveness. The first suggests that the model's components must allow for differential emphasis in order to accommodate diverse purposes, differential abilities, backgrounds and needs of students, diversity of available resources, and unique target populations. All of these issues were clearly articulated in the Proposal Rationale.

Comprehensiveness complements flexibility. It embraces both the cognitive and affective domains. In the cognitive sense, comprehensive refers to the entire domain of administrator behavior, the contexts in which such behavior is evoked, and the skills needed to activate behavior intelligently. The emphasis upon the cognitive is deliberate. In the long run, administrator "staying power" is largely a function of competency. It would seem, therefore, highly desirable to design an administrator preparation program which maximizes cognitive skills and knowledge.

Similarly, the affective domain must be taken into account. In part, we are concerned with attachment to role (Goffman, 1959). In part, the model must also foreshadow the cultural contexts in which

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administrative roles are played out. The current press for administrator training programs for minority group members and reflected in the proposed program indicates rather clearly that programs to date have not been universally successful affectively.

All of this raises the spurious but present competence vs. color issue. It is our conviction that professional training programs must stress competency while remaining intensely sensitive to issues of minority awareness, identification and concerns.

THE GENERAL MODEL

The training model proposed consists of four major dimensions: the contextual/programmatic, the integrating/enabling, the distributive/operational and the social/collegial. (See Figure 1.1) Briefly, the contextual/programmatic dimension is composed of five conceptually interdependent but operationally interrelated components or "contexts": the political, the economic, the cultural, the institutional and the individual. The integrating/enabling dimension prescribes the programmatic inclusion of inquiry skills, communication skills and the humanities. Together, these two dimensions suggest the curricular framework. The distributive/operational dimension provides guidelines for program structure. Its focus is on the relationships among theory, research and practice (Hills, 1963); technical, formal and informal learning (Halpin, 1966) and the differential emphasis properly placed upon these elements over the course of preparatory program. A description of the program as it materialized is presented elsewhere in this report. The

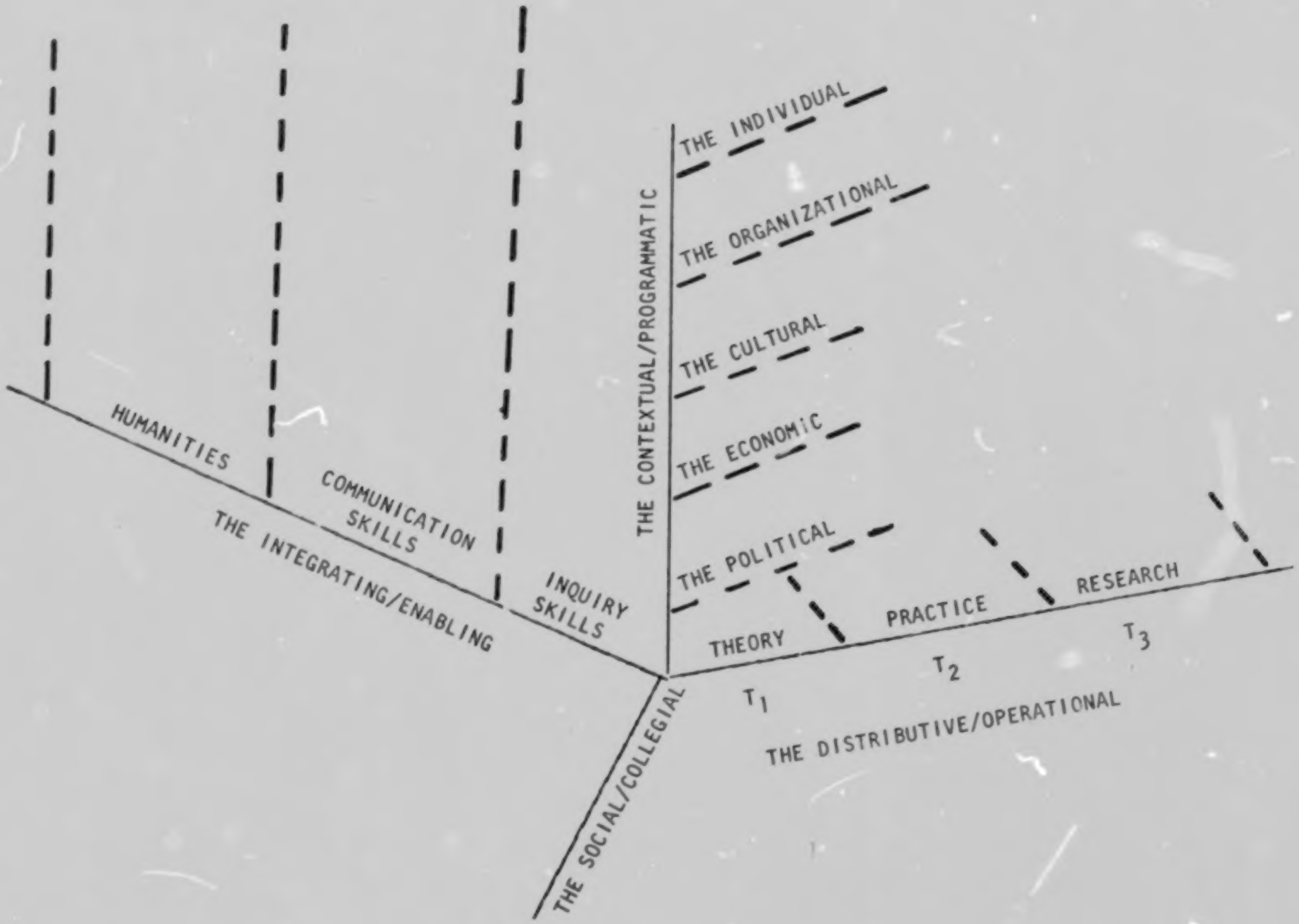
THE INDIVIDUAL
THE ORGANIZATIONAL
THE CULTURAL
THE ECONOMIC
THE POLITICAL
THE CONTEXTUAL/PROGRAMMATIC
HUMANITIES
COMMUNICATION SKILLS
INQUIRY SKILLS
THE INTEGRATING/ENABLING
THEORY
PRACTICE
RESEARCH
T1
T2
T3
THE DISTRIBUTIVE/OPERATIONAL
THE SOCIAL/COLLEGIAL

Figure 1.1

THE GENERAL MODEL

final dimension, the social/collegial, speaks to the oft ignored issue of providing appropriate socializing experiences and environments.

THE CONTEXTUAL/PROGRAMMATIC DIMENSION

The Political Context

As a societal activity, the educative process takes place within and is constrained by the political context. By politics is meant the exercise of influence upon decision-making. Such influence is manifested both formally and informally. Formally, the political context is articulated in constitutional provisions, legislative enactments, administrative regulations, and traditional practices. Informally, political influence is exerted through pressure groups and individuals. Such groups run the gamut from powerful national organizations, e.g., the AF of L, to local community interests and power structures (Hunter, 1953). In brief, educational politics is a reality at the national, state and local levels of government and each interacts with the others to create a complex contextual mix.

The implication for administrator preparation programs is clear. Given that the demand for resources from multiple interest groups always exceeds the supply, the group (or individual) which has best mastered the political influence process will receive the largest allocation. Programmatically, this suggests that leadership-in-administration preparation programs need to make provision for (1) the analysis of the legal context of education; (2) the analysis of formal and informal influence structures; (3) the analysis of the "climate" of educational decision making at the national, state and local levels; (4) the analysis of influence mechanisms (and perhaps provision for the acquisition of influence skills); and (5) the interactions of (1), (2), (3) and (4). Curricular inclusion of this contextual variable would appear to articulate with Development Objective #4;

> Identify and analyze the spectrum of perceptions, attitudes, and opinions held by students and community residents about the institution with specific emphasis on obtaining data in culturally diverse settings.

More generally, given that leadership-in-administration preparation programs are frequently designed for a particular clientele, as in the present case, programmatic refinements ("flexibility") are desirable if not imperative. Hence, the inclusion of such considerations as "the Politics of Urban Education," "The Politics of Indian Education," etc. Finally, it is clear that if this programmatic element is to be operationalized successfully, the instructional staff ought to include individuals possessing a political science orientation.

The Economic Context

In addition to being embedded in political systems, educational enterprises are also embedded in economic systems (Benson, 1961). Such systems are evident at the national, state and local levels and essentially determine the resources available to meet social demands for services. It seems quite reasonable that high level administrators charged with charting the institutional course must have the skills to assess the economic "climate," to make reasonable economic predictions, to be knowledgeable about regularized and special sources of funding, and be competent relative to financial management. This concern is partially reflected in CHEP Development Objective #5:

> Analyze the instructional, administrative, logistical and cost parameters of programs that are most relevant for the specific need selected and for the target population.

Programmatically, the thrust of the economic dimension as well as the more particularized statement of purpose in Objective #5 above can be accommodated through the study of economics generally and in the study of the economics of education in particular, in the study of school finance, and study in the broad field of business management. Depending upon the position the trainee is anticipating, additional experiences in the economic sector may be warranted, e.g., training in the development and application of PPBS, proposal writing, etc. The latter concern is explicit in CHEP Objective #7:

> Write substantive proposals describing: (1) educational need and how proposed project will meet the need; (2) the instructional materials/procedures, and the organizational, personnel, facility, material, logistical, time and budget requirements of the project.

To satisfy the programmatic requirement, staff needs would include individuals well-versed in economics, finance, and business management.

The Cultural Context

From the broadest perspective the cultural component is coterminous with the summation of all of the individual contextual components of the model. Given a homogeneous population, the inclusion of a cultural component as a unique element would be superfluous. However, given a heterogeneous population, a cultural component assumes relevancy. It explicitly recognizes and addresses the issues of cultural diversity in an educational context. More specifically, it seeks mechanisms for mediating between culturally different groups and their corresponding sets of non-identical beliefs, attitudes, expectations and behaviors.

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The concern for the intersection of institutional needs and the cultural context in which the institutions are embedded is central to CHEP. The "Rationale" for the proposal made this explicit.

> Minority group members of the Southwest, primarily the Chicano and Native American, possess a faint and almost unheard voice in the field of higher education. Seldom is either group asked to consider any alternatives for the reconstruction of higher educational systems to meet the often unique needs of minority group students . . . .
>
> The development of a cadre of trained personnel with research and development skills would provide institutions of higher learning with the resources for developing alternative models or programs of higher education better suited to the needs of their clientele. Rather than being shadow images of larger institutions of higher learning serving majority culture students, smaller institutions of higher learning serving large minority populations need to develop their own programs taking into account the uniqueness of their clients. While larger, majority culture institutions may possess the facilities, programs and personnel for providing this cadre with basic skills, the cadre and their institutions of higher learning must be able to identify and develop programs benefiting their own student and community environments.

Programmatically, the cultural component requires the study of other peoples and cultures. High emphasis would be placed on the affective domain beginning with awareness and striving toward cultural pluralism. In brief, the argument is that the administrator must have the value sets and the interpersonal and professional skills and abilities necessary for gaining access to and continued acceptance within two or more constituencies. This consideration is of particular importance to administrators from or of minority groups who find their clientele in one cultural group, but must secure resources from another.

Two considerations relative to staff are suggested for implementing the cultural component. Firstly, it would appear that a cultural anthropologist would be desirable. Secondly, this component, more so than any others, raises the issue of available role models. It would seem, for example, that if a leadership-in-administration preparation program is designed with minority groups in mind, then other things being equal, a member or members of the target minority population would be highly desirable staff members. While there is no evidence which suggests that such appointments are best made in the cultural domain, yet the demands for affectivity make it reasonable to assume that they might be particularly effective in this area.

The Institutional Context

Educational programs ("schooling") are typically executed within the context of formal organizations. Hence the study of formal organizations is an essential part of an administrator preparation program. Two programmatic thrusts are indicated. The first focuses on the complexities of organizations qua organizations. Organizational sociology and administrative theory provide the substantive content. Fortunately, a rather comprehensive body of literature exists in these areas. The second focuses on the unique nature of schools as organizations (Campbell, 1958; Punch, 1969). Finer discriminations can also be made, e.g., the organization and administration of higher education, administration of urban education, organization and administration of developing institutions, administration in multicultural schools, etc.

Both thrusts are implicit in the original CHEP proposal. Statements of objectives such as "to identify critical educational problems within their [the project participant's] institution and design, propose, conduct, analyze and report their research/development project . . . ."

clearly anticipate acquaintance with organizational variables and the ability to use them both for research and developmental purposes. It should be obvious, therefore, that program staffing requires expertise in organizational and administrative theory as well as the sub-specialties.

There is, however, another aspect of the institutional context to which program developers must attend. Briefly, designers must consider the nature of the "sending" institution in their recruitment efforts, their own capabilities and resources as the "host" training institution, and the nature and needs of potential "receiving" institutions. Clearly, all three types of institutions may differ widely. Ignoring institutional differences may well result in high trainee drop-out rates and placement difficulties. Put another way, we would suggest that there is a high probable relationship between "institutional fit" and program output.

The Individual Context

Two major components comprise the individual context--the administrative trainee as a unique individual, and the administrative trainee as a potential group process leader. The first component emphasizes the personality and needs-dispositions, the entry skills, abilities and experiences, and the cultural orientation of the trainee. The second component focuses upon the values, needs, skills, abilities and aspirations of others. The former emphasizes an individual psychology; the latter a more general human growth and development psychology. Both components merge in the group processes. The latter component was clearly specified as a CHEP exit behavior, i.e., "[To] select or design specific programs to be implemented to meet specific needs."

Given the importance of group process skills, we would argue that leadership-in-administration preparation programs must place considerable emphasis upon personal development and group dynamics or more broadly, leadership behavior. Staffing for programmatic purpose would consequently require expertise in the psychologies--developmental, social and educational.

THE INTEGRATING/ENABLING DIMENSION

The integrating/enabling dimension takes into account three broad categories of skills, abilities, values and perspectives. It is predicated on the assumption that mastery of the substantive content of the contextual/programmatic dimension is insufficient for effective and efficient administrative behavior. We hold that some provision must be made for systematically integrating that knowledge and for enabling the individual to utilize it effectively. Consequently, the model includes three integrating/enabling components: inquiry skills, communication skills and the humanities.

Inquiry Skills

Our conception of inquiry skills is very broad. It includes both a cognitive and an affective attachment to knowledge. It includes acquaintance with, if not mastery of, the multiple technologies of knowledge generation although mastery of one is clearly desirable. It includes an understanding of the traditions-in-use (epistemology) and the generative values and limitations of methodologies derived from the various traditions.

The rationale for the inclusion of inquiry skills is twofold. We suggest that to the degree a practicing administrator is able to recognize and intelligently examine assumptions, gather and weigh evidence and analyze procedures, the better equipped he is for decision-making. This is the assumption implicit in the basic purpose of CHEP, i.e., "to provide research and development skills and management skills appropriate to institutional change-agent's roles in the target institutions of higher education." Within the programmatic context, this purpose was refined and defined in 22 technical research objectives beginning with differentiating between empirical-descriptive statements and evaluative statements and ending with the development of a research proposal.

Secondly, and on a more general level, we hold that if the administrative trainee is to obtain maximum insight into the content of the contextual/programmatic dimension, inquiry skills are essential. At a minimum level they imply literacy, e.g., the ability to read and comprehend a correlation matrix. At a more advanced level, inquiry competencies enable the student to place bits and pieces of research into broader perspectives. Perhaps more importantly it enables the student to obtain a grasp of the field--what is known and, more significantly, what is not known. Finally, inquiry skills provide the capabilities to engage in knowledge generation. In short, the inquiry component is designed to enable the trainee to deal systematically and intelligently with his world and to engender the propensity to do so.

Communication Skills

Gilbert Chapman, the president of Yale and Towne Manufacturing Company and a most "practical" man nicely articulates our concern for communication skills. He writes:

> Management is deeply involved in the art of communication and often success and profit depend on it. Eventually, all decisions must be communicated, either orally or in writing. The ability to express oneself and the ability to understand what is expressed are absolute prerequisites for successful executive performance. At the very top, the man who cannot express himself will not be successful; for it is he who must communicate the essential meaning of business decisions and policies to all levels . . . . Without the ability to read intelligently and write coherently, the young man is not a prospect for executive responsibility [Chapman, 1957, pp. 11-12].

Clearly, systematic attention to developing enabling communication skills is warranted in a leadership-in-administration training program. At a minimum level it indicates the need for language acquisition, i.e., mastery of the vocabulary of the discipline embedded in the contextual/programmatic dimension. Beyond that is the effective utilization of that vocabulary orally and in writing under varying degrees of stress and before divergent audiences. The institutional change agent must be verbally adept in communicating with multiple and potentially culturally diverse constituencies. Only rarely does that skill develop purely by chance. Perhaps it would not be amiss to suggest that communication skills development should be part of the "core" of the curriculum.

Humanities

One of the initial questions program designers need to ask is, what shall be the nature of our product--technician or top level decision maker? This is not a trivial question for the answer will largely determine whether or not the humanities will be an integral part of the preparation program. If the answer is technician then programmatic inclusion of the humanities may be unwarranted. However, if the answer is top level decision-maker as in the present case, then planners are well-advised to take Chapman's (1957) observations seriously. He writes:

> The specialist cannot function effectively at the top level of management if all he brings to it is his specialty. At that level, the daily problems call for broad general knowledge, open-mindedness, an understanding of human nature, an insight into human frailties, a fairness of mind, a clarity of thought . . . all these beyond the ordinary knowledge of complex business problem. There must be an intellectual cultivation through which an individual views the main current of life around him [p. 10].

Such "intellectual cultivation" according to Chapman is the outcome of grounding in the humanities.

A plea for programmatic inclusion of the humanities in administrator preparation programs is not new. Walton (1962), Culbertson (1964), Halpin (1966), and Farquhar (1970) have made similar pleas on the bases that the humanities provide a general "liberalizing" effect, stimulate creativity and address themselves to moral dilemmas and value conflicts. It is the latter rationale which we find most compelling since in our view value issues lie at the heart of administrator behavior, particularly so when the role is cast in the change agent mold. The popular tendency to view administration as rational decision-making tends to disregard the fact that ultimately matters of choice are rooted in values. Peter Drucker makes that point elegantly and simply:

> Defining the situation always requires a decision on objectives, that is, on values and their relationship. It always requires a decision on the risk the manager is willing to run. It always, in other words, required judgment and a deliberate choice between values [p. 27].

Administrative decision making as a "choice between values" tends to have a disquieting ring. In the concern for developing a "science" of administration, i.e., one that is descriptive of "what is" rather than of "what ought to be," the normative dimension has tended to be derogated. We have tended to gloss over Simon's (1965) statement that:

> Decisions are something more than factual propositions. To be sure, they are descriptive of a future state of affairs, and this description can be true or false in a strictly empirical sense; but they possess, in addition, an imperative quality--they select one future state of affairs in preference to another and direct behavior toward the chosen alternative. In short, they have an *ethical* as well as a factual content [p. 46].

In brief, it is our concern for the value dimension of administrative behavior that inclines us toward the humanities. It is there that one finds the conjunction of meanings and values which enable the administrator to exercise the freedom of choice. Administrative training programs containing a major inquiry skills component run the risk of producing graduates with a high degree of competency relative to *how* things might be done but little understanding of *why*.

THE SOCIAL/COLLEGIAL DIMENSION

This dimension of the model speaks to the area of administrator preparation programs which has historically escaped rigorous attention. Universities provide excellent settings for intensive socialization into the professorship. Doctoral programs and their residency requirements provide the structure for a powerful socializing effect which includes the adoption of the professors as a positive reference group and as role models. The program experience demands that the doctoral student be injected with a powerful portion of academic values and loyalty to academic norms and traditions. The doctoral student who looks and acts most like a professor is accorded the highest status. This all serves the universities well and provides the needed social/collegial dimension to programs of professor preparation. The process works so well that time and again we have been startled when a promising candidate for the superintendency declares for the professorship instead after only a semester in residence.

In a similar though more subtle way socialization into the professorship tends to be discriminatory. Despite the claims made for a consistent pattern of norms and values across academia, variation in institutional norms is evident. University units as well as individuals tend to selectively uphold values related to knowledge generation, field services or teaching. During the socialization process such norms and values are impressed upon students and, as we said earlier, the student who most adequately reflects internalization of the same is accorded the highest status.

The dangers are several-fold. Firstly, the student may reject the norms and values to which he is exposed as inappropriate for his institution. Equally he may reject them as antithetical to his own culturally prescribed value set. In either case his rejection is likely to be costly in terms of professorial sponsorship. Contrariwise, the student may find the new set of values attractive and congenial. However, in adopting them he runs the risk of becoming a "marginal man" in his own milieu. Should that occur his potential for success as an agent of change becomes diminished.

Precisely the same set of contingencies are present when we turn to examine the socializing process for future practitioners. We find that his future colleagues, his reference group, are not in the university, they are in the field, and that the socialization process for the practitioner has been well begun prior to the time the candidate enrolls in his official training program at the university. The candidate in administration, even at the Master's level, has for some time been taking an "If I were you" stance toward the administrators around him. He has been seeking out activities of an administrative nature during his teaching years. In the process of seeking visibility in his school district he has entered into one activity after another which provides him practice at being an administrator. It is highly likely that he has adopted role models, both positive and negative, in the field. At the very least, he has closely observed the survival skills of models about him.

University faculty frequently appear to behave as if none of the above occur, that is, we appear to behave as if the candidates learn their administration skills primarily in our classrooms or in experiences that we formally sanction. If we are to cause reality to fit our hopes, we must (1) regorously examine the informal learning pattern of candidates during the period of anticipatory socialization: What have they learned? What potential remains in their current position for further learning? What conditions can be most economically simulated for them? (2) We must actively enhance the probability of the adoption of effective role models. These models must be in the field whether located in universities or public school systems. We must avoid the stance that 99.9% of the practitioners are "doing it wrong," a stance also taken by teacher educators vis a vis the teaching profession. To critique practitioners is one thing, to condemn them quite another.

The Social/Collegial dimension of the model proposes that as much attention be paid to the socialization processes as to the more traditional dimensions of a training program. At the very least, this means recognizing that appropriate role models may not be on the faculties of Colleges ostensibly preparing candidates for particular roles. Should this condition exist, the social/collegial dimension insists that high visibility and status be accorded those who exemplify those roles. This process cannot be enhanced by asking competent administrators, as an example, to serve on our faculties for a visiting year if during that year we insist they behave as competent professors. If we ask a field administrator to serve with us in a preparation program, we must be able to afford the visiting person the ability to be what he is--a competent administrator who has allocated time to spend with those who would be like him.

Recognizing that highly productive internships may not be possible to arrange in sufficient number and regularity, we must examine and (1) carefully assess what skills the candidate has acquired through anticipatory socialization; (2) assess what opportunities are available in the candidate's present position, and assist in enabling him to seek them out; and (3) attempt to insure that skills and knowledge not available in his work setting are attacked through simulation or other instructional strategies. While we are not at all clear on the dynamics of the socialization process, the reality of that phenomenon is sufficiently apparent that program designers must seriously consider it.

THE DISTRIBUTIVE/OPERATIONAL DIMENSION

The preceding dimensions have focused on the context and social processes indigenous to an administrator preparation program. Our final dimension seeks to rationally order these elements. In brief, what we propose is a differential emphasis upon theory, practice and research as a function of time. More explicitly, as Figure 1.2 indicates, we anticipate that early in the preparation program (T_1) the student would be engaged primarily in what Halpin (1966) has called "technical learning," i.e., mastering a body of knowledge via formal course work. The major emphasis would be upon obtaining a "theoretical" understanding of the content embedded in the contextual/programmatic dimension of the model and upon acquiring the integrating/enabling competencies to deal effectively with that knowledge.

During this period of time two socialization thrusts would be attempted. The first would involve integrating the student administrator into the trainee sub-culture. This clearly has some potential dangers as Becker et al. (1961) have pointed out relative to the acquisition of potentially counter-productive "perspectives." Yet the potential benefits are too significant to overlook. The second thrust would be in the direction of providing contacts with potential professional reference groups. In the present case, faculty members, university administrators, practicing researchers in R & D Centers, and officials in a variety of government agencies would be the logical choices.

Time Sequence

PROGRAMMATIC THRUST	(T_1)	(T_2)	(T_3)
TECHNICAL LEARNING	Emphasis: High	Emphasis: Low	Emphasis: Low to Moderate
FIELD EXPERIENCE	Emphasis: Low	Emphasis: High	Emphasis: Low
INDEPENDENT STUDY	Emphasis: Low	Emphasis: Increasing from Low to Moderate	Emphasis: High

Figure 1.2

PROGRAMMATIC THRUSTS IN RELATION TO TIME

At T_2 an emphasis shift is anticipated. Practice would be maximized through carefully selected and directed field experiences (internships). The intent of the field experience is twofold: (1) to provide the trainee with the opportunity to engage in reality testing, i.e., the application of theory and research to practice; and (2) to provide immediate socialization experiences within the work world of the practicing professional. Clearly, the trainee's prior experience would have to be taken into account in determining the potentially most productive field experience sites.

During T_2 technical learning would receive correspondingly less emphasis. Research (independent study) would in all probability become increasingly salient as the trainee moved toward closure on a specific topic of interest.

T_3 is the culmination of the formal leadership-in-administration preparation program. Independent study and research would be emphasized. Field experience and technical learning would be minimized, the latter assuming importance only to the degree that it would (1) fill perceived gaps in the preparation program to date; and (2) facilitate the research.

The time sequence described above corresponds in the main to traditional graduate programs. In general, it also corresponds to the training program designed specifically for CHEP described elsewhere in this Report. Where it deviates is in the amount of time allocated for each phase. As conceived in this paper, the total sequence would approximate three years with the first and preferably the last years in residency. CHEP telescoped the sequence into a three semester time frame with alternating on-campus and off-campus experiences. Evaluation of that design and its consequences is also to be found in a later portion of this Report.

CONCLUSION

In the Introduction we noted that in the domain of higher education as well as in the more general administrator training literature no theoretical base exists upon which to base practice relative to the construction of training programs. When the proposed training programs venture into uncharted domains as in the present case, the absence of theory and exemplars is keenly felt.

Given the above condition, the bases for conceptualizing the present program were the principles of flexibility and comprehensiveness. From these sources a four dimensional model was constructed. Components of each of the four dimensions, the contextual/programmatic, the integrating/enabling, the social/collegial, and the distributive/operational were identified. Attempts were made to indicate the interrelationships among dimensions and components. Throughout the discussion, CHEP objectives provided both the frame of reference and a preliminary test of the model's internal consistency.

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SECTION II

PROGRAM MANAGEMENT AND CURRICULAR THRUSTS

PROGRAM MANAGEMENT

Briefly stated, the tasks undertaken in this project were to plan, implement, evaluate and disseminate a model research and development training program for specific target populations. First, the target populations were to be two-year and four-year institutions of higher education serving large numbers of Native American and Chicano students and simultaneously be institutions which qualified under Title III of the Higher Education Act as "developing institutions." The qualifying sample of institutions was termed "participating institutions." Second, the target populations for training purposes were to be primarily Native American and Chicano individuals who were under contract to participating institutions as faculty members or administrators.

Concomitant to the innovative tasks established for training program design and development were a myriad of management tasks necessary to program the various components into an operational mode. Ordinarily, management functions related to a university-level training program are not unique and for the most part are relatively routine. However, because of the cooperative, inter-institutional design, some management tasks were unique and therefore become significant components of the transportable model. It is the general purposes of this section of the

Report to articulate the several unique project-related management tasks and the strategies employed, and to highlight some of the decisions which were made in order to carry out the management functions.

Inter-Institutional Relationships

The project plan sought funding support from two federal agencies. The National Center for Educational Research and Development was asked to invest in project planning, implementation, evaluation and dissemination. The Title III Office, which administered the Higher Education Act was asked to invest in student support and program support for the 12 months implementation phase. Involvement of each agency is depicted in Figure 2.1. The National Center for Educational Research and Development committed support to The University of New Mexico conditioned upon it's ability to implement the inter-institutional arrangements necessary to qualify under Title III of the Higher Education Act and further conditioned upon the Title III Office's propensity and fiscal ability to fund the program support dimension of the plan. Personnel from the National Center assisted University personnel by arranging appointments and by participating in discussions with personnel at the United States Office of Education's Title III Office. Concomitant to the foregoing activities, University of New Mexico personnel met with personnel at New Mexico Highlands University (a Title III qualifying institution) to determine their interest in an active role in forming a consortium of "developing institutions" for Research,Development,Dissemination,and Evaluation (RDD&E) training purposes.

For planning purposes, it was agreed between New Mexico Highlands University and The University of New Mexico that joint efforts would be

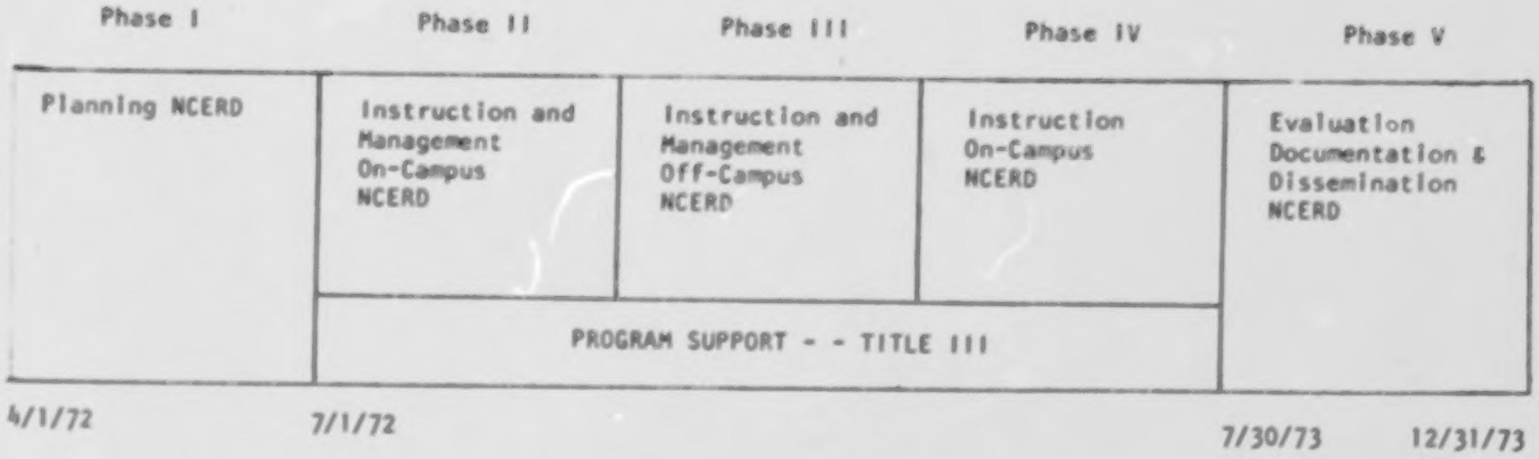
Phase I
Phase II
Phase III
Phase IV
Phase V
Planning NCERD
Instruction and Management On-Campus NCERD
Instruction and Management Off-Campus NCERD
Instruction On-Campus NCERD
Evaluation Documentation & Dissemination NCERD
PROGRAM SUPPORT - - TITLE III
4/1/72
7/1/72
7/30/73
12/31/73

Figure 2.1

RELATIONSHIPS OF TWO FEDERAL AGENCIES
TO PROJECT SUPPORT

made to form a consortium for RDD&E training and that at such time as funding for the joint project became a reality, the two Universities would enter into a bilateral agreement to implement an operational plan that would be preplanned jointly. A joint project planning staff was formed. At that juncture, two significant events were occurring simultaneously. First, two agencies of the United States Office of Education were cooperating to put together a significant training package for a special target population. Second, two institutions of higher education in the same state (who are normally competitors for education resources) were cooperating to fulfill a training need.

Yet, a third relationship remained to be developed--a consortium of "participating institutions." Mr. Albert Besteiro, Director of the Border Junior College Consortium was invited to visit with members of the project planning staff. Mr. Besteiro's enthusiastic response to the preliminary notions jointly developed by NMHU and UNM personnel and his pledge of cooperation in those efforts provided both an added stimulus and a vehicle to form the training consortium. As a result of the initial acceptance and cooperative attitudes of all parties, the project gained it's designation as a Cooperative Higher Education Project. With Mr. Besteiro's assistance the joint planning staff identified 17 institutions of higher education in the Southwest which serve relatively large numbers of Chicano and Native American students. Those 17 institutions became the target populations from which individuals were invited to participate in an Academic Institute. Figure 2.2 illustrates the interinstitutional relationships.

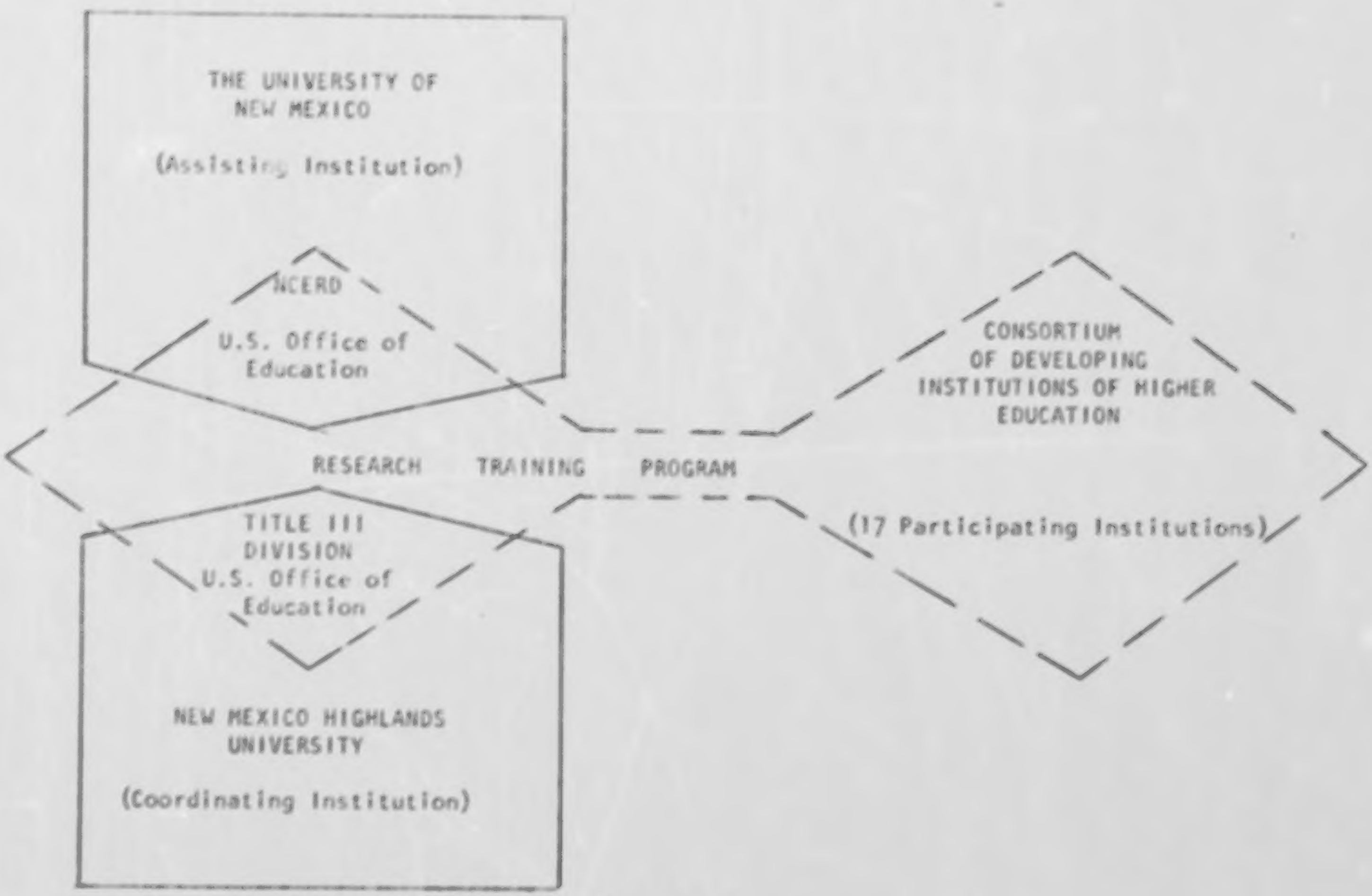
THE UNIVERSITY OF NEW MEXICO
(Assisting Institution)
NCERD
U.S. Office of Education
RESEARCH TRAINING PROGRAM
TITLE III DIVISION
U.S. Office of Education
NEW MEXICO HIGHLANDS UNIVERSITY
(Coordinating Institution)
CONSORTIUM OF DEVELOPING INSTITUTIONS OF HIGHER EDUCATION
(17 Participating Institutions)

Figure 2.2

INTER-INSTITUTIONAL RELATIONSHIPS OF THE COOPERATIVE
HIGHER EDUCATION RESEARCH TRAINING INSTITUTE

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Inter-Institution Operational Relationships

Upon demonstration to the National Center that a bilateral agreement had been reached between NMHU and UNM, the Department of Educational Administration at UNM was given authority to expend federal funds for phase I (planning).

Despite congressional delays in funding the Higher Education Act, some tentative commitments were made by the Title III Office to New Mexico Highlands University and upon that basis program planning and inter-institutional coordination progressed. Several basic decisions were required, not the least of which was how project-related decisions were to be made. The following propositions were accepted by the planning staff.

1. New Mexico Highlands University (the Coordinating Institution) would maintain management relationships with their funding source (Title III Office).

2. The University of New Mexico (the assisting institution) would maintain management relationships with their funding source (NCERD).

3. The instructional program would be jointly developed by the coordinating and assisting institution's planning staff with individual professors accepting suggestions from the planning staff but maintaining total responsibility for program content.

4. Individual professors were to have the final determination in the selection of program consultants but at least two weeks notice to other professors was to be given so that consultants could be made available secondarily for other program purposes.

5. All non-instruction program decisions were to be made by the planning staff by majority opinion.

Given the above guidelines, program content planning and participant selection activities became dual thrusts. Individual professors were given the tasks of curriculum planning while other staff members were given the tasks of developing strategies for inter-institutional cooperation (forming the consortium) and participant selection. Each of the assigned tasks were then critiqued by the planning staff and subsequently implemented by individuals so assigned. The results of those developments are reported in the Appendices to this Report--the Program Structure, Schedule of Activities, and Academic Institute Announcement.

The management strategy was designed to be one of cooperative decision-making. To the administrators on the planning staff there was little or no apprehension about that management style. Although each realized some dysfunction of the style, they were willing to accommodate those dysfunctions to maintain the cooperative trust among all parties. One staff member, however, was unable to accommodate perceived ambiguities in the management style, following an extended absence on his part, which subsequently led to his resignation from the project. And, as a result of that resignation we were unable to satisfactorily test the anthropological research dimension that had been preplanned.

Participating Institutions

Seventeen "developing" institutions of higher education located in the Southwestern United States were asked to participate in the project. Institutional participation required that the President nominate one or more staff members as candidates for the training program; that the President or his designee act as an advisor to the program planning staff; and, that the President or his designee agree to work with the training program candidate(s) during the second semester (phase III)

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of the training program on a mutually identified problem existing at the participating institution.

Selected characteristics of the participating institutions and the applicants therefrom are offered in Table 2.1. Of the principal awards, one Native American male from a 2-year Arizona institution declined participation prior to the starting date of the program. An award was subsequently made to a Native American female affiliated with a 4-year institution. Also, a Chicano male and two Native American females were supported as Research Assistants through project funds. The Chicano male and one Native American female also participated in the first-semester curriculum and some second-semester special activities designed by the project planning staff.

Individual support was offered based upon the candidates twelve-months salary. Each candidate was given a $4,000 Fellowship Grant and the participating institution was reimbursed with a National Teaching Fellow grant to compensate for the salary of the candidate in an amount equal to the actual salary of the candidate or to the limits of project funds in the cases of individuals earning more than $12,000 ($4,000 Fellowship Grant plus $8,000 National Teaching Fellow). Questions and issues relative to employee benefits, etc. were left for negotiation between the candidate and the home institution. A list of the participants and their institutions is provided in the Appendices to this Report.

The Ghost Ranch Planning Workshop held during August provided a significant socialization experience for project staff, institutional representatives and participants. Although that experience is described elsewhere in this Report, from an administrative perspective the relationships established at that workshop contributed dividends throughout the following 18 months. These dividends continue to be evident.

Table 2.1

SELECTED CHARACTERISTICS OF PARTICIPATING INSTITUTIONS, CANDIDATES AND PRINCIPAL AWARDS

	Applicants	Principal Awards
From:		
2-year institutions	12	9
4-year institutions	10	7
Number of institutions		
2-year institutions	7	7
4-year institutions	4	4
Chicano	20	14
Native American	2	2
Male	19	13
Female	3	3
States:		
Arizona	3	3
California	2	2
Colorado	7	3
Oklahoma	1	1
New Mexico	4	4
Texas	5	3

Note.--Although interest was expressed from institutions in other states, it was decided that the initial thrust should be limited to the above states.

RESEARCH SEQUENCE

Introduction

The research sequence was designed to enable Chicano and Native American personnel to use effective research, development and implementation strategies under natural conditions within their institutions of higher learning. The sequence was not designed to have the participants become statisticians, research design specialists or psychometricians. It was intended, however, to provide them with sufficient research skills to enable them to identify critical educational problems within their institution and to design, propose, conduct, analyze and report their research/development projects at a level that would pass the inspection of specialists in each of these areas. More importantly, it was hoped that those participants successfully completing the program would be able to effectively plan and manage research within institutions of higher education.

Major Objectives

In order for the participants to effectively perform the research planning and management tasks, the research sequence was designed to achieve the following major objectives. As a result of these experiences:

1. The participant will be able to critically analyze current research activities relevant to his areas of interest.

2. The participant will demonstrate a basic understanding of simple research design principles and commonly utilized statistical techniques.

3. The student will be able to develop a defensible research project or dissertation.

4. The student will be able to conduct, analyze and document the research project or dissertation.

Specific Objectives

In order to achieve the major objectives the participants successfully completing the program should be able to:

1. Clearly differentiate empirical-descriptive statements from evaluative statements.

2. Identify theoretical statements, hypotheses and problem statements.

    a. Distinguish constitutive from operational definitions.

    b. Identify differing conceptual levels, e.g., grand theory, mid-range theory.

3. Clearly differentiate decision-oriented and conclusion-oriented research projects.

4. Identify potential cultural or valuational conflicts in utilizing human beings as experimental subjects.

5. Analyze differing cultural patterns as they might influence decision-oriented versus conclusion-oriented research.

    a. Identify cultural valuings concerning theory and practice.

    b. Identify cultural factors which might aid or hinder acceptance of research findings.

6. Identify independent, dependent and controlling variables.

    a. Identify constructs or concepts and operational definitions of these constructs.

    b. Clearly differentiate problems involving studies of relations from problems of causal inference.

7. Identify the principle of randomization, random sampling and sampling techniques.

    a. Analyze random assignment techniques.

    b. Analyze normal curve assumptions.

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8. Identify the components of variance.

9. Identify the major components of research design.

   a. Maximize experimental variance.

   b. Control extraneous variance.

   c. Minimize error variance.

10. Identify ex post factor and experimental research designs.

    a. Select appropriate research designs for specific research hypotheses.

    b. Analyze characteristics of "poor" versus "good" designs.

11. Analyze the "normal" sociological and psychological variables utilized in research designs.

    a. Identify issues in the use of variables such as social class or need dispositions.

    b. Select and document issues in variable utilization in culturally different settings.

12. To develop a research design that will reflect the needs, attitudes, and/or concerns of barrio/pueblo people.

13. Identify various techniques of data generation.

    a. Identify various techniques according to the research problem.

    b. Identify strengths and weaknesses of the data generation techniques.

14. Identify potential cultural norms concerning response to inquiry concerning private information.

15. Analyze specific differences in native languages which may create difficulties in empirical-evaluative language analysis.

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16. Identify and analyze reliability and validity in measurement instruments.

    a. Differentiate types of validity.

    b. Identify techniques for improvement of reliability.

17. Analyze the appropriateness of normal curve assumptions and test standardization techniques for minority cultures.

    a. Analyze the issue of differing normal curves for differing cultures.

    b. Analyze the problems of "norming" a "standardized" test.

    c. Analyze issues in the reported validity and reliability of standardized tests when applied to minority students.

    d. Identify issues in developing culturally relevant items.

18. Develop instruments and strategies that will adequately sample the barrio/pueblo people.

19. Identify techniques for primary and secondary data analysis.

20. Devise a meaningful statistical design for the treatment of data.

21. Generalize from the results of an investigation in such a manner that the needs, attitudes, and/or concerns of the people in barrio/pueblo communities are adequately expressed.

22. Identify a specific research problem appropriate for a research/development project.

23. Prepare and submit a complete research project or dissertation proposal that satisfies all information and formal requirements of either a selected granting agency or the University.

24. Enlist the cooperation and support of institution personnel and community for specified research/development project.

25. Perform the research or dissertation project operations consistent with the design specified in proposal.

26. Utilize the most appropriate procedures for analyzing the project data.

27. Perform the necessary statistical analyses using the most appropriate computing vehicle (by hand, desk calculator, computer processing) depending on the quantity, type and complexity of the data.

28. Write up results of project in a standard form suitable for dissemination to various audiences.

29. Use results of research data to make adoption or discontinuance decisions or as a basis for further research studies.

30. Consult appropriate specialists for advice where needed at all stages of research/development project.

DESCRIPTION OF RESEARCH TRAINING CONTENT AND ACTIVITIES

The research training program consisted of: (1) an entry skills diagnostic test that was administered to participants prior to the start of formal instruction; (2) the formal academic training phase; and (3) a practicum or follow-up phase that was conducted at the parent institution and at the Educational Testing Service. Each phase of the program is described below:

Diagnostic Test

Prior to the beginning of the research sequence the students were administered a diagnostic test (See Addendum II) to determine their knowledge of specific research concepts and principles included in the program. The results of the diagnostic test were used by the instructor to identify the specific research entry skills of the participants. Based on the results of the diagnostic test, it was determined that none of the participants initially possessed the knowledge and skills defined for the research training program.

Formal Training Phase

The formal research training was conducted primarily at the University of New Mexico campus over a 16-week period. At the end of the fall semester, some of the instruction was provided at New Mexico Highlands University by the University of New Mexico and New Mexico Highlands staff.

The research training content was organized into seven major components including:

1. Introduction to Research in Organizations
2. Major Statistical Concepts
3. Introduction to Computers
4. Institutional Research: Stage 1
5. Integration Period of Research Components
6. Institutional Research: Stage 2
7. Constructing Components of the Research/Development Project Proposal

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This sequence was generally followed although there were some variations resulting from a prolonged illness of one of the instructors. Professor Martin Burlingame was responsible for components #1-6 and Professor Paul Resta taught component #7. The academic sequence was taught over a 16-week period. A brief description of the content of each of the research components is presented below:

1. Introduction to Research in Organizations

   Time: Two weeks, two hours per meeting daily (MTWTF)

   Methods of Instruction: Reading, discussion.

   Objectives: To acquaint students with experimental and field research concepts as applied to organizations.

   Schedule:
   1 Blalock, Chp. 1
   2 Blalock, Chp. 2 and 5; Evans, Introduction
   3 Trow; Day and Hamblin (Evans) Experimental Studies
   4 Cyert, March and Starbuck; Churchill and Cooper (Evans)
   5 Festinger; Rosenthal (Evans)
   6 Blalock, Chp. 3 and 4
   7 Morse and Rermer; Ross (Evans)
   8 Stedny and Kay; Bowens and Seashore (Evans) Field Studies
   9 Seashore; Campbell (Evans)
   10 Summary

   Assignments: Critique one study. Redesign the study.

   Texts: Humber M. Blalock, Jr. An Introduction to Social Research (1970) Prentice-Hall (paperback)

   William M. Evans. Organizational Experiments: Laboratory and Field Research (1971) Harper and Row

2. Major Statistical Concepts

   Time: Three weeks, two hours every other day (MWF)

   Methods of Instruction: Reading, discussion, computation

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Objectives: To acquaint students with major statistical concepts of parametric and non-parametric statistics.

Schedule:
1 Theory and Hypothesis; Operational Definitions
2 Levels of Measurement: Nominal Scale
3 Interval Scales: Descriptive Statistics
4 Hypotheses Testing
5 t test
6 Analysis of Variance
7 Correlation
8 Regression
9 Non-parametric

Assignments: Students will hand compute small problems utilizing each statistic.

Texts: Hubert M. Blalock. Social Statistics: Second Edition (1971) McGraw-Hill

W. James Popham. Educational Statistics: Use and Interpretation (1969) Harper and Row

The use of two different texts is recommended because some students will find one more helpful than the other and because they present differing amounts of detail on various statistics.

3. Introduction to Computers

Time: One week, one hour every day (MTWTF)

Methods of Instruction: Reading, discussion, acquaintance with procedures and machines.

Objectives: To acquaint students with the major areas of concern for users of large-capacity high-speed computers.

Schedule:
1 The Computer System - Johnson, Chp. 1
2 Data Input Methods - Johnson, Chp. 2
3 Procedures - Johnson, Chp. 3
4 Data Output - Johnson, Chp. 6
5 Canned Programs - Johnson, Chp. 4, 5

Assignments: Students will process a data deck on a canned program.

Text: M. Clemens Johnson. Educational Uses of the Computer: An Introduction (1971) Rand McNally (paperback)

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4. Institutional Research: Stage I

Time: Four weeks, two hours every other day (MWF)

Methods of Instruction: Reading, discussion, self-study of sponsoring institution.

Objectives: To acquaint students with the major areas of institutional research and to intitiate the beginning of the student's own project.

Schedule:
1 Dressel, Chp. 1
2 Dressel, Chp. 2 and 3 (The nature of institutional research)
3 Dressel, Chp. 4, Appendix A, Appendix B
4 Dressel, Chp. 5
5 Dressel, Chp. 6 (Studies of output of the institution)
6 Dressel, Chp. 7
7 Dressel, Chp. 8
8 Dressel, Chp. 9 (Development of institutional research system)
9 Dressel, Chp. 10
10 Critique of proposed studies
11 Critique of proposed studies
12 Critique of proposed studies; Dressel, Chp. 13

Assignment: Development of student's institutional research project (first complete draft).

Text: Paul L. Dressel and Associates, Institutional Research In the University (1971)

5. Integration Period of Research Components: Stage I

Time: One week, three hours per meeting daily (MTWTF)

Methods of instruction: Discussion

Objectives: To provide students an opportunity to study intensively several research articles with emphasis on integrating earlier instructional materials.

Schedule:
1 Problem
2 Methodology - Data Collection
3 Data Analysis
4 Results and interpretations
5 Conclusions

Assignment: Discussion of several research articles.

6. Institutional Research: Stage 2

Time: Five weeks, one three hour meeting weekly plus planned individual conferences.

Methods of instruction: Discussion

Objectives: To provide expert and peer critique of student's institutional research projects. The final proposal will be completed by the end of this component.

Schedule:
1 Review of the problem; literature review; hypotheses
2 Data generation and analysis
3 Results; reporting formats
4 Critique by peers, instructor
5 Critique by selected experts

Assignment: Students will present a final institutional project to a panel of selected experts for final approval.

Text: David R. Krathwohl. How to Prepare a Research Proposal (1966) Syracuse University Bookstore (paperback)

7. Constructing Components of the Research/Development Project Proposal

General Goal: Identify and construct the components of an acceptable research/development proposal.

Time: Five weeks, three hours per weekly meeting

Methods of instruction: Reading, discussion

Objectives:
1. Construct a project title including the three requirements for a good project title, given a sample of a poorly stated title.
2. Identify which types of significant criteria are present, given examples of problem background statements.
3. Construct a problem statement which meets the three criteria of a problem statement, given a poorly stated problem statement.
4. Construct substantive and null hypotheses, given a problem statement.

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5. Describe the sample plan and target population from a given sample description.

6. Identify information requirements for the design, stimulus materials, data collection, and data analyses procedures.

7. Specify strategy for needs assessment related to specific proposal concept.

8. Identify the elements of project logistics including project time schedule, personnel and program facilities, and projected budget.

9. Identify potential funding source for Research and Development Project.

10. Construct prototype proposal.

Schedule:
1 Resta and Baker, Proposal Title, Research Problem
2 Resta and Baker, Proposal Title, Research Problem
3 Resta and Baker, Procedures and Logistics; Proposal Concept Paper
4 Proposal Presentation
5 Proposal Presentation

Assignment: Students will prepare a prototype project proposal that will be reviewed by a panel of participants, staff, and consultants.

Texts: Paul E. Resta and Robert L. Baker. *Components of the Educational Research Proposal*, Van Nostrand-Reinhold 1971 (paperback)

Mary Hall. *Developing Skills in Proposal Writing* Federal Relations Book, Corvallis, Oregon

PRACTICUM PHASE

As indicated in the initial section, many of the most critical objectives of the research program related to behaviors and products to be generated by the participants upon their return to the parent institution. Thus, upon completion of the formal training phase, the participants

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returned to their sponsoring institution to test and implement their individual research proposals. In many instances, however, the opportunity for much research activity was not provided by the parent institution (see "Enroute Performance Measures," Addendum I), and little progress was made.

The practicum phase was modified to include a four-week internship for the participants at the Educational Testing Service (ETS) in Princeton, New Jersey. During this period the participants were provided with an intensive training experience through: (1) meetings with upper management and staff at all organizational levels; (2) participation in regular ETS seminars and conferences as well as those specifically designed for the group; (3) one-to-one training with individual ETS staff members related to tasks and problems of mutual concern; and (4) technical support and assistance on the development of the participant research proposal concept, design, methodology and instrumentation.

During the Practicum Phase an on-site visit was made by Project Staff members, and group meetings were held to review progress and problems and to provide technical assistance as needed.

RESEARCH TRAINING PROGRAM EVALUATION

The research training sequence utilized both enroute and terminal performance measures in the evaluation of the program. The enroute performance measures were used to provide feedback to students on mastery of the enroute objectives and to provide the instructors with formative evaluation data during the course of instruction. The terminal performance measures were used to assess the acquisition of desired research competencies

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and to determine the effectiveness of the program in achieving the major objectives. A more detailed description of the *enroute* and terminal performance measures is presented below:

Enroute Performance Measures

Each component of the research training sequence included *enroute* performance measures (see Addendum II) to enable both the students and instructor to assess student progress and to identify the strengths and deficiencies of the individual training components. Continuous revision was made to the training components based on the performance data, and additional instruction was provided whenever the level of performance did not meet the standards established in the objectives.

In addition to performance testing, qualitative information was informally obtained from the participants during the training phase related to: (1) needs for additional training in a specific research component; (2) the relevance of the information to their institutional research priorities and conditions; etc.

During the practicum or follow-up phase, qualitative information on participant progress was obtained through on-site visits of project staff and outside evaluators and from periodic group meetings. The information obtained by both project staff and outside evaluators clearly indicated that the home-institution practicum experience was one of the weakest aspects of the program. The major criticisms included:

1. Exploitation of students by returning them to their previous roles rather than permitting them to conduct research as originally intended.

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2. Failure of home institutions to cooperate and fulfill obligations under the program.

3 . Poor communication between the home institutions and the University of New Mexico.

4. Remoteness from University of New Mexico and resulting lack of continuous feedback from project staff and instructors on the immediate research questions and problems of participants.

During the four-week practicum experience at the Educational Testing Service, the participants stated that they were able to broaden their vistas on the functioning of the educational establishment and to work closely with nationally recognized educational research and testing specialists. Many of the participants were able to finalize their proposal design and instrumentation section during this period of the program.

In addition to finding fault with the practicum phase, some students indicated objections to the proposal writing exercise initiated while at Highlands University.

Terminal Performance Measures

The major terminal performance measures for the research training program included:

1. Successful completion of the research project proposal.

2. Successful completion of the research portion of the doctoral comprehensive examination.

The above two performance measures subsumed the specific research objectives numbered 1-23. Measures were not obtained for objectives 24-30 during the Spring or Summer Sessions of 1973 since the participants were

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not at either the project implementation, analysis or documentation phases of the research activity. It is anticipated, however, that a substantial number of participants will demonstrate mastery of objectives 24-30 during the 1973-74 academic year culminating in the completion of the dissertation project.

Dissertation Proposals

At the end of the 1973 Summer Session 10 of the 12 participants had satisfactorily completed their research/development project proposals. The titles of the proposals were:

Leonard Atencio: *A Comparison Between Chicano and Anglo Students: A Cross Cultural Study*

Albert A. Besteiro: *An Analysis of Consortia as a Political System in Formulating Policy to Seek Federal Funding and Influence Federal Policy*

Carlos Caraveo: *The Relationship of Perceptions of School Environment by Students, Faculty and Administration in Growing, Stable and Declining Institutions Of Higher Education*

Hector L. Lopez: *The Impact of Group Counseling with Mexican-American Students on Academic Probation at Imperial Valley College*

Reuben Lopez: *A Design for the Identification, Recruitment and Placement of Mexican Americans in Southern Yuma Country*

Wilfred Martinez: *The Relationship Between Differential Community Perceptions and Attitudes Toward the School Systems and the Provision of Equal Educational Opportunities for Mexican American Students in Two Southern Colorado Communities*

Alfonso E. Ortiz, Jr.: *The Relationship Between Students, Faculty, Administrators and Regents at New Mexico Highlands University in Ranked Goal Area Preferences*

John M. Pacheco: *The Relationship of Resistance to Change and the Role Expectations and Obligations of Faculty in Two Universities in Northern New Mexico*

Alejandro Perez: *The Relationship Between the Level of Occupational Aspiration and Family Class Position to the Anomie of High School Seniors*

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Carmen Casillas Scott: *The Relationship of Scholastic Aptitude Test Scores to G.P.A. of Junior and Senior Chicano and Anglo College Students*

Of the ten proposals listed above one was an experimental study, six were associational studies, two were descriptive/analytical studies and one was a developmental project.

Each of the completed proposals satisfied or exceeded the minimal criteria established for a clearly defined problem (or needs), comprehensive review of the literature, and well-explicated design, sample, procedures and instrumentation components of the proposal.

Doctoral Comprehensive Examinations

As of November 1, 1973, nine of the twelve participants had taken their doctoral comprehensive examinations.

The examination included research as a major component. Eight of the nine participants taking the examination met the minimal criteria established for research competency. The examination results indicated that the participants were able to: (1) analyze and define a researchable problem; (2) design a methodologically sound research program; and (3) translate results into appropriate policy and institutional decisions. It was noted, however, that most of the participants taking the examination demonstrated difficulty in moving from theoretical constructs or hypotheses to their application, operational definition and measurement. Some effort was made during the Summer phase of the program to provide remedial training in this area. No evidence of difficulty in moving from theory to application was evidenced in the results of the two participants who took their examinations during the following fall semester.

The results of the Comprehensive Examination also indicated that many of the participants were encountering difficulty in making valid conclusions and inferences from the research data. Greater attention should be given to this area in future programs.

ORGANIZATIONAL ANALYSIS

The course Organizational Analysis addressed itself to the program objective "To Train Personnel in Organizational Analysis So That Change Process Can Be Implemented in Developing Institutions."

The basic purpose of this course was to give the participants a knowledge-base needed by the agent for Social Change. Two other courses were correlated with this one. One was "Analysis and Dimensions of Ethnic Movements" and the other was "Anthropological Methods." Both of these courses helped build the foundation for understanding of Social Organizational Theory and Analysis, and gave ancilliary strategies for social change. In this section the objectives of the course will be discussed as well as the subject matter content and the basic thrusts emphasized when the subject matter was applied to developing institutions.

Objectives

The stated objectives of the course were:

1. The participants will understand the basic concepts of organizational theory after reading Bredemier and Stephenson, The Analysis of Social Systems and other selected readings; and having participated in a series of lectures and discussions on the subject.

2. The participants will understand the basic concept of System Analysis after reading Katz and Kahn, "The Social Psychology of Organizations and other selected readings" and having participated in a series of lectures and discussions on the subject.

3. The participants will understand the basic theories and strategies of social change after doing selected readings and participating in discussions on the subject.

4. The students will be able to apply the forementioned concepts and strategies in a microsetting while serving a short term internship and/or participating in field experiences.

The course objectives were not modified since they were in terms of gross behavioral objectives. Departures from the time line estimated were made in relation to the needs of the class. For example, in objective one it was estimated that a total of six contact hours would have been sufficient to cover the subject matter since it was basic sociological theory. However, it was found that the majority of the participants did not have this knowledge base of sociology which was the essence of the objective; and, therefore, about 18 contact hours were spent in dealing with these basic concepts of sociology and sociological analysis.

Course Content and Sequence

The following outline gives the course content and the basic sequence that was followed in developing the course. There were no departures from the basic outline except that the previous concepts and theories developed were always related to the present discussion of the moment.

1.0 BASIC CONCEPT OF ORGANIZATION

  1.1 Goals
  1.2 Structure
  1.3 Functions
  1.4 Status/Roles
  1.5 Norms
  1.6 Socialization
  1.7 Social Control
  1.8 Primary and Secondary Groups; Subgroups and their interdependence

2.0 BASIC CONCEPT OF SYSTEM

- 2.1 Input-Thruput-Output Cycle
- 2.2 System boundaries
- 2.3 Subsystems
    - 2.3.1 Production
    - 2.3.2 Maintenance
    - 2.3.3 Adaptive
    - 2.3.4 Supportive, Managerial
- 2.4 Systems and Subsystems in the Organization
    - 2.4.1 The Nation
    - 2.4.2 The State
    - 2.4.3 The Community
    - 2.4.4 The Community Agencies
        - City Council
        - The Church
        - The School
- 2.5 The Individual in the System
    - 2.5.1 Parsonian Theory of Action
    - 2.5.2 Maslow's Concept of Self-Actualization
    - 2.5.3 Survival Tasks of the Individual

3.0 CONCEPT OF POWER

- 3.1 Formal Power
- 3.2 Informal Power
- 3.3 Types of Power
    - 3.3.[illegible] Decision Making
    - 3.3.2 Influential
    - 3.3.3 Supportive or Disruptive
- 3.4 Manipulation of Power
    - 3.4.1 Power Politics
    - 3.4.2 Silent Majority Politics
    - 3.4.3 Minority Group Politics
        - Collision, Compromise, Backlash
        - Cooptation

4.0 THEORY OF SOCIAL CHANGE

- 4.1 Functional Imperatives of Social Systems
- 4.2 Selectivity in Client-Organization Relationship

4.3 Intervening Variables

- 4.3.1 Social System
  - Mores
  - Roles
  - Climate
  - Personality of Role Players
- 4.3.2 Cognitive Orientation to Roles
  - Authority Subsystem
  - Colleague Subsystem
  - Student Subsystem
  - Other Pressure Groups
- 4.3.3 Affective Response to Roles
  - Authority Subsystem
  - Colleague Subsystem
  - Student Subsystem
  - Other Pressure Groups
- 4.3.4 Nature of Roles
  - Circuity of Roles
  - Sequential Nature of Roles
  - Interlocking Nature of Roles
- 4.3.5 Climate
  - Evaluation-Feedback Mechanisms
  - Reconstitution Capabilities (Open-Closed Climate)

4.4 Types of Change

- 4.4.1 Stabilizing
- 4.4.2 Disruptive
- 4.4.3 Variables:
  - Problem(s)
  - Structure
  - Technology
  - People

4.5 Planning for Change

- 4.5.1 Strategies
- 4.5.2 Mapping the Strategies

Application of Concepts to Developing Institutions

As can be seen from the above outline, most of the major concepts and their subtopics are common to basic sociology and organizational theory as well as to theories of social change. In this regard, this course was not different from any other course addressing itself to organizational theory and/or social change. The application of these concepts and theories, however, to developing institutions took at times unique turns.

Basic Concepts of Organization

The first major topic concerns itself with establishing the base line of sociological concepts that are the foundation of organizational theory. No departures were made from the ordinarily accepted meaning of the concepts.

In discussing organizational goals and applying the concepts to developing and mature institutions, it was discerned that perhaps the difference in the nature of organizational goals was the single strongest differentiating factor between the two types of institutions. The basic difference between organizational goals in the two types of institutions may be a function of geographic area. For example, a developing institution has a much more limited geographic region for its operations than a mature institution. It draws its clientele from the region and responds with its services to that region. As opposed to a developing institution, a mature institution draws its clientele from a broad area and responds with its services to that broader area. This factor forces the developing institution to legitimize itself with services that are directly related to the specific needs of its region. The mature institution, on the other hand, does not have to respond directly to specific needs of any of the particular situations within its region. The needs of the mature institution and the services rendered are defined in more global terms.

This basic factor, of course, affects the function and structure of a developing institution. There is an imposed limitation on the nature and scope of functions for the institution which may be legal, moral or both. The functions generally define structure, thus legitimization of a structure follows the same lines as legitimization of functions. Basically, a developing institution is forced to legitimize itself along the lines of particular services rendered in answer to specific needs in a particular situation. The mature institution legitimizes itself through more universal services rendered in response to more global needs.

When this difference is projected to the job of the agent of social change in a developing institution it appears that the contemplated changes would be charged with affectivity. This seems to be the case because of the directedness of need definition and satisfaction and the close proximity between functionaries in the institution and the beneficiaries in the field. This personalistic perspective is almost diametrically opposed to the objective, clinical perspective of the personnel from mature institutions who are not concerned with the direct satisfaction and resolution of need and do not necessarily know the beneficiaries in the field.

Status and role are affected by the size, the functions, and the structure of the institution. In a developing institution status and role tend to be defined in a more diffused manner than in a mature institution where status and role tend to be defined in a very specific way. The large institution, in other words, affords more specialization than does a smaller institution.

The norms in a developing institution tend to be more affected by the norms of the surrounding environment. This appears to be so because of the more direct involvement of the developing institution with its immediate environment. Justification for change and legitimization of projected changes in such institutions are more heavily laden with local norms than in mature institutions where change is justified on "professional" grounds and universal needs.

Perhaps the area in which localization plays a heavier role than in any other is in the area of social control. In the developing institution, because of the directness of involvement, social control tends to be direct, particularistic and personalistic rather than indirect, universalistic and impersonal as in the mature institution. The developing institution is part of the immediate environment; the mature institution tends to hold itself above and aloof from the local environment. Thus, social control in the latter type of institution tends to be reserved to regional powers somewhat formalized as opposed to the kind of informal interest groups that play a heavy hand in the social control of developing institutions.

The above notions were presented as topics for discussion and as bases for analysis of the respective participating institutions. These were logical deductions from sociological premises. They were presented as hypotheses to be tested and not as facts to be faced.

Basic Concepts of Systems

Sociologists for many years have employed two basic tools in the analysis of social systems. One of them is structural analysis and the other is functional analysis. A more modern approach to organizational analysis is _systems analysis_. In this approach, both the structure and functions of an organization are taken into account as parts of a given environment.

There are many approaches to system analysis, but the one emphasized in this course was Katz and Kahn's theory. In this theory the system is subdivided into subsystems or into the functional aspects of the organization. These are the production, the maintenance, and adaptive, the supportive and the managerial subsystems. The production subsystem is the reason for being of an organization. It is the factory in which materials and energies are turned into useful products. The maintenance subsystem has as its charge the maintaining of the machinery to do the job in the production subsystem. This entails responsibility from the up-keep of plant and machinery to the sustaining of organizational structures needed for carrying on the job of the organization. The adaptive subsystem looks into the sociological conditions of the environment, the changing patterns of society, and brings these back into the system as inputs for changes needed in the production of the final product. The supportive subsystem basically legitimizes the operations of the system to the public in order to secure its moral and financial support. The managerial subsystem is the overseer of the other four systems. It orchestrates the responsibilities and functions of the other four in order that the job of the organization can be carried on (see Table 2.2).

In applying systems analysis to the participating developing institutions the participants made a detailed delineation of the offices and personalities that function in each of the subsystems in their respective institutions. It was found that in most cases, because the

Table 2.2

FORMAL SUBSYSTEMS OF ORGANIZATIONS: THEIR FUNCTIONS, DYNAMICS, AND MECHANISMS

Subsystem Structure	Function	Dynamic	Mechanisms
I. Production: primary processes	Task accomplishment: energy transformation within organization	Proficiency	Division of labor: setting up of job specification and standards.
II. Maintenance of working structure	Mediating between task demands and human needs to keep structure in operation	Maintenance of steady state	Formalization of activities into standard legitimized procedures: setting up of system rewards; socialization of new members
III. Boundary systems			
A. Production-supportive: procurement of materials and manpower and product disposal	Transactional exchanges at system boundaries	Specifically focused manipulation of organizational environment	Acquiring control of sources of supply; creation of image.
B. Institutional system	Obtaining social support and legitimation	Societal manipulation and Integration	Contributing to community, influencing other social structure.
IV. Adaptive	Intelligence, research and development, planning	Pressure for change	Making recommendations for change to management.

Table 2.2 (continued)

Subsystem Structure	Function	Dynamic	Mechanisms
V. Managerial	1. Resolving conflicts between hierarchical levels.	Control	Use of sanctions of authority.
	2. Coordinating and directing functional substructures	Compromise vs. integration	Alternative concessions; setting up machinery for adjudication.
	3. Coordinating external requirements and organizational resources and needs	Long-term survival; optimization, better use of resources, development of increased capabilities	Increasing volume of business; adding functions; controlling environment through absorbing it or changing it; restructing organization.

organizational structure of the institutions were designed along staff-line relationships instead of functional lines, status and roles spilled over from one subsystem into another. This correlated with what was suggested earlier regarding difussion in definition of roles in developing institutions as contrasted with the specificity in definition of roles in mature institutions.

The concept of system boundaries, or the institution's relations with the larger society or community, was presented in the order of directness of interaction of the institution with a proximate community. Starting with the marketing of the product and the acquisition of inputs, the relationships of the institution with the community were considered to the point of noting how other systems would use the institution to market their own products or to acquire some of their own needed inputs. This concept actually was the beginning of the notion that the politics and power of the community are closely related to the structure and functions of the institution.

The relationship between systems and subsystems was extended from the institution to the community, to the region, to the state, and to the nation. The principle of differentiation in systems and subsystems made the important point that each developing institution has specialized roles to play when the State was considered the system.

Needless to say, all the above concepts are paramount in planning for change. Is the contemplated change structural, functional, normative, or any combination thereof? What is the relation of a proposed change in one subsystem to the structure and function of the other subsystems? What are the implications for system boundaries; what are the problems of legitimization? By applying the theory of systems analysis, the planner for change can anticipate the functional and dysfunctional consequences that his proposed change is likely to bring.

Concept of Power

The basic thrust of this topic was to give the participants: (1) the tools with which to analyze power structures whether formal or informal, and (2) alternative approaches to dealing with power structures in their roles of agents of social change.

With these two objectives in mind the typical discussions on power structure were undertaken. These discussions included consideration of formal, as well as informal, power structures. The concept of community power versus regional and national power structures was studied. Regarding the types of power the following model provided a useful tool for analysis.

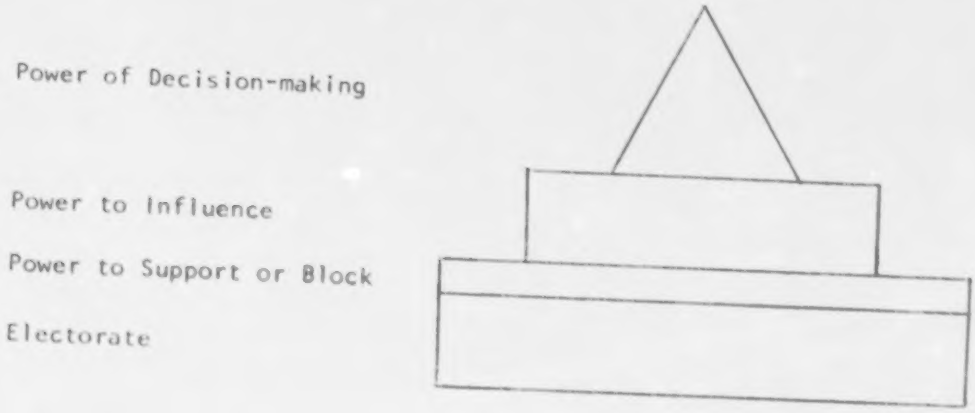

Figure 2.3

TYPES OF POWER

With regard to the manipulation of power, the concept of power politics was introduced. It was noted that the idea of "the silent majority" is really a pun in the legal, political game of power politics. This brought the group to the point of looking at alternative strategies that could be employed in the political game. Such alternatives as coalition, compromise and cooptation were studied and assessed as to their applicability in the particular situations in which the participants would find themselves when they returned to their respective institutions.

With respect to techniques for analysis of power, two basic methods were studied; namely, the reputational approach and the critical incident technique. As a foundation for analyzing institutional power, however, it was deemed necessary that a study of informal personal relationships be undertaken in order to determine what person influenced the decision making processes in the allocation of funds.

The analysis of who possesses what kind of power was seen as necessary to the effecting of change because it is the man of power that has to be confronted, with whom one negotiates and/or who must be influenced into cooptation. Similarly, knowledge of the power base that other individuals possess is all important if the agent of social change is to establish a power base of his own that can stand up to the power base of the man of power.

Theory of Social Change

There is extensive literature dealing with social change. None of it seems to be directly applicable to developing institutions. From the wealth of literature, a synthesis on theory of social change was developed. Five topical areas were considered in this connection:

1. Functional imperatives of social systems.
2. Client-organization relationships.
3. Intervening variables in social change.
4. Types of change.
5. Planning for change.

Functional Imperatives

With regard to the functional imperatives of social organizations, four functions were defined. These were pattern maintenance, integration, goal attainment and adaptation. Pattern maintenance has to do with functions pertaining to stabilization and maintenance of the structure as defined. Intra-organizational integration has to do with the coordination of the functions of all parts of the system to provide for the smooth running, "tight-ship" operation, of the organization. Extra-organization integration has to do with the functions related to making the organization part of the larger system. For example, making the school an integrated part of the community.

Goal attainment functions run from the selection of inputs, to the productive functions, to the marketing of the product. These operations entail definition of goals, quality control in production, and assessment of product. Through feedback activities the organization assesses its goals. The resulting information is fed into the system with the possibility of modifying or abrogating original goals. These operations are closely related to the adaptive functions of the organization.

The adaptive functions of the organization are directed toward making the organization more responsive to the outside environment.

In an open-system, the organization is dependent on the surrounding environment for (1) marketing the product and (2) acquiring production inputs as well as other energies. To the extent that the outside environment is pleased with the product of the organization, the organization will be able to exchange its product for input energies as well as acquire moral and additional energy support to continue its operations. The converse is obviously true. Thus for sheer organizational survival, the organization must review continuously the ever-changing environment and adapt itself and its operations to it.

Client-Organization Relationships

This concept focuses on (1) organizational control over admissions, and (2) client control over participation in organizations. In the case of institutions of higher learning strong control over admissions is normal. Only the "professionals" r[illegible]ong to the organization, and students, while formally part of the organization, are relegated by the mores of the organization to a client role. Similarly publics, while giving the fiscal support necessary for operation, are never considered part of the organization and, in general, are not even considered as clients. There is no legitimate client control over its own participation in the organization, and if there is, it is only tokenistic (see Figure 2.4).

		Client Control Over Own Participation in Organization	
		Yes	No
Organizational Control Over Admission	Yes		
	No		

Figure 2.4

SELECTIVITY IN CLIENT ORGANIZATIONAL RELATIONSHIP
IN SERVICE ORGANIZATIONS

Source: Richard O. Carlson. "Environmental Constraints and Organizational Consequences: The Public School and its Clients," Behavioral Science and Educational Administration, the 63rd Yearbook, Part II of the National Society for the Study of Education, ed. Daniel Griffiths. Chicago: The University of Chicago Press, 1964, pp. 262-276.

Intervening Variables

The intervening variables in the social systems are defined by Abbott (see Figure 2.5) as mores, role, climate, and personality. With regard to mores, a developing institution is probably more a mirror of the mores of the community it services than a projector-creator of mores for that community. With respect to role-definition in a developing institution, affective responses probably are stronger than they are in the more mature institutions. Organizational climate may range from open to closed. The specification of climate reflects the openness with which communication, in all its aspects, flows. Personality of the role

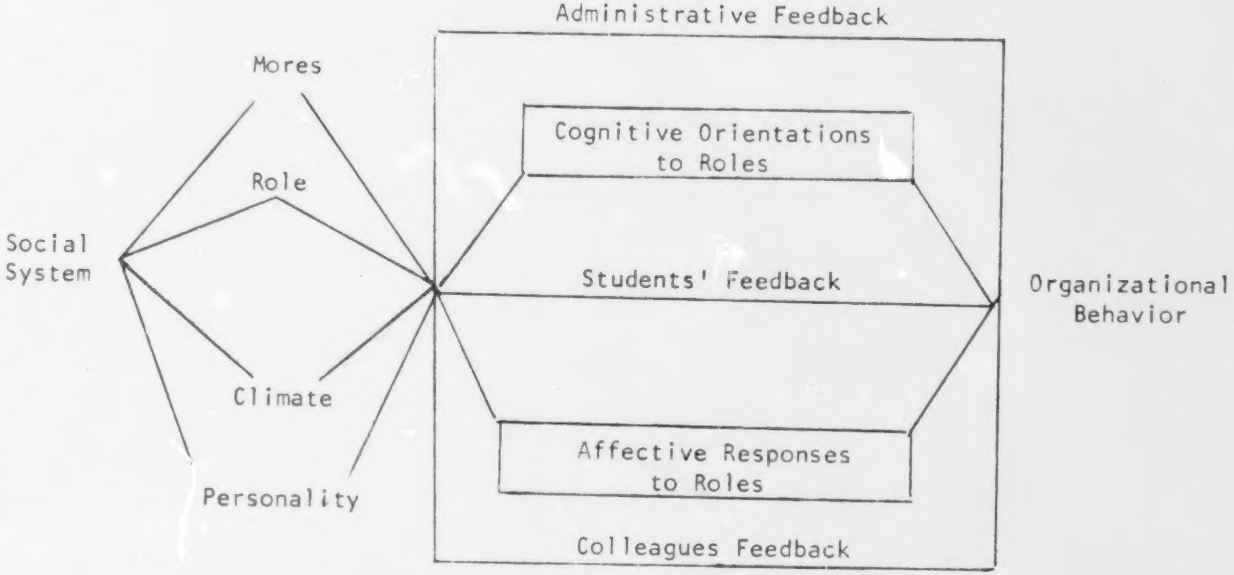
Administrative Feedback
Mores
Role
Social System
Climate
Personality
Cognitive Orientations to Roles
Students' Feedback
Affective Responses to Roles
Colleagues Feedback
Organizational Behavior

Figure 2.5

ADAPTED MODEL FOR ANALIZING ORGANIZATIONAL BEHAVIOR

Source: Adapted from Max Abbott, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, 1, No. 1 (Winter, 1965), pp. 1-14.

players needs to be taken into consideration in the analysis of organizational behavior and social change. Role expectations are modified by the personality of the actor into individualized role behavior. The cognitive and affective response of individuals to roles must be considered at least in three dimensions: the authority subsystem, the colleague subsystem, the student subsystem and other interest (pressure) groups. Similarly, the feedback received must be analyzed in these three dimensions and only then can it be related to the total feedback received in order to interpret it into meaningful inputs.

Types of Change

Basically there are only two possible types of change in organizations. One is the type that does not disrupt the pattern of the organization (stabilizing) and the other is the type that causes pattern change (disruptive). Stabilizing changes may be accomplished through substitution or alteration. Disruptive change results in variation. All three generally result in changes in process and not in product. If the product is changed, it must be changed in small quantities so that enough of the old identifying characteristics remain (see Figure 2.6).

Change strategies may be empirical (based on research findings) and rational (based on logical deductions). They may be normative if the change agent appeals to the ethics, mores and norms of the participants. The strategy may be re-educative if it attempts to effect the change from within the personality of the individual. Of course, there is always the change brought about by force or power strategies.

Type of Change Strategy	STABILIZING (Pattern Maintenance)		DISRUPTIVE (Pattern Change)		
	Substitution	Alteration	Variation	Re-structuring	Value Re-orientation
Empirical Rational					
Normative Re-educative					
Power					

Figure 2.6

TYPES OF CHANGE

Source: Robert Chin, "Basic Strategies and Procedures in Effecting Change." A paper prepared for a publication of the Conference on Strategies and Procedures in Planning and Effecting Needed Changes in Education, Scottsdale, Arizona, April, 1967. Boston University, Human Relations Center, February 1967. (mimeographed)

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Lastly in relation to types of change one has to look at variables which may be expected to influence the effectiveness of change strategies. Leavitt suggests that the variables that must be taken into account in effecting change are related to problems, structure, people, or technology (see Figure 2.7).

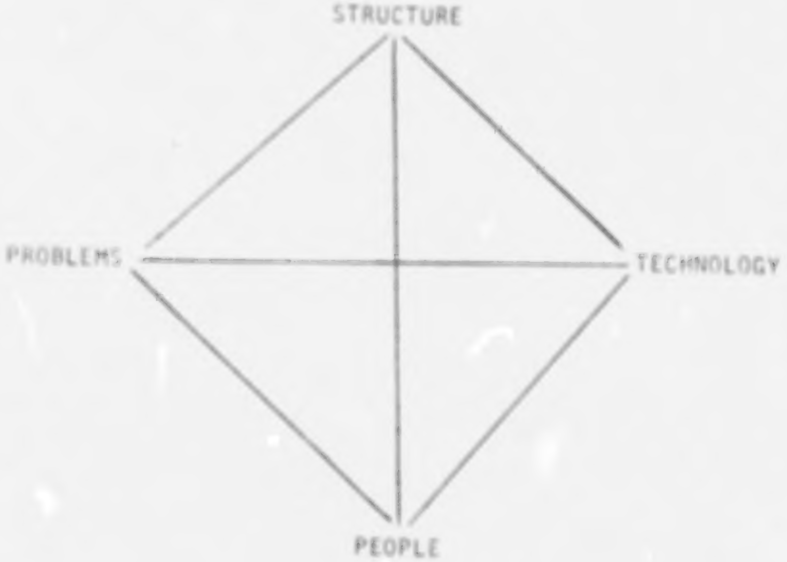

Figure 2.7

LEAVITT'S CHANGE VARIABLES

Source: Harold J. Leavitt. Managerial Psychology. Chicago: University of Chicago Press, 1958, p. 323.

Planning for Change

Change generally occurs, whether in a society or an institution, as a response to some type of pressure. Because the pressures come from such a large area of environment and generally in unforeseen circumstances, pressures are "accidental" and change occurs in an "accidental" manner.

Nonetheless, the agent of social change can map out strategies that cause certain pressures in key positions and thus "course" change.

In order to map out strategies one must start with defining in precise terms the change that is desired. This should start us an umbrella plan with all the components well defined. From there one proceeds to define the individual components of change along the lines of the following model.

Organizational Variables	Barriers to Change	Change Pre-requisites		
		People	Technology	Structure
Process (technological)				
Structural				
Norms				

Figure 2.8

PLANNED CHANGE

There is no single strategy that can work with any groups all the time. There is no prescription that can be given. There are suggestions regarding personality types and kind of power base to use with them. There are suggestions as to what kind of controls certain personality types respond. There are definite techniques that one can use in planning the process. Perhaps this is as far as the instruction can go in training the agent of social change. The rest is up to the individual.

RELATED CURRICULA

One of the most distinctive aspects of the curriculum planned for the CHEP participants related to off-campus instruction. The target population of the Institute were individuals who had already achieved positions of some influence in developing post-secondary institutions. The programmatic intent was to provide these participants with new skills through which their institutions could accelerate their own development. The curriculum in this case needed to insure that the participants remained in contact with their home institutions for at least two reasons. One, to insure that the program would not recruit students away from the institutions they were being trained to assist; and, two, to help insure that the participants retained their positions in the influence system of the home institution. The off-campus instruction was further required in order to provide a realistic opportunity to apply and test the skills acquired during the first semester in any theory-research design.

With the above in mind, the project incorporated the use of off-campus instruction, field experience and individual problem study.

Field Experience

The participants were enrolled in field experience for graduate credit during the Spring Semester of the program. Each student, in cooperation with his home institution, was to develop a work plan for implementation during the field experience which would occur at the students' home institution. University of New Mexico staff members were the third parties in establishing the field experience target area and were to function as supervisors of those activities for the University. The participants held a wide range of positions in their respective home institutions. Some were teachers in community colleges, others counselors, others administrators. By agreement with the University, the home institution was to utilize each participant in ways which differed from their prior roles in the institution, i.e., the home institution was to provide access to new portions of that institution's work world for the participant.

The specific tasks taken on by the participants were as varied as their institutions. The following are examples of field experience tasks defined and initiated by various participants:

1. The Reorganization of Consortium-wide Programs.

2. A Design for Identification, Recruitment and Placement of Mexican-Americans in Southern Yuma County.

3. The Development of an Institutional Policy for Release of Student Information at Southern Colorado State College.

4. The Identification and Differentiation of "Out Put" and "Process" Goals.

5. Pilot Usage of the Institutional Functional Inventory Test.

6. Production, Efficiency, and Capitalization in Analysis of Higher Education Effects.

The range of access to aspects of the home institutions, other than those of the old roles, were also varied; for example, Internships with the Academic Dean, Dean of Student Personnel, Counselor's Office.

Problem Study

Each student, as well as being enrolled in field experiences, was also engaged in the study of a specific problem and was enrolled for graduate credit for problem units under the direction of a University of New Mexico faculty member. Below are listed examples of types of problems which were studied:

1. The Impact of Different Group Counseling Approaches on Mexican-American Students.
2. Ranked Goal Area Preferences--Student, Faculty and Administration.
3. Resistance to Change--Faculties of two New Mexico Universities.
4. Perceptions of Environments in Stabe and Declining Institutions.
5. Applied Design for Change at Arizona Western.
6. Consortia Effectiveness and Policy Formulation.

Students who were admitted to the doctoral program were encouraged to utilize the problems study as a vehicle for beginning to define and develop dissertation designs. As the examples cited above indicate, the problems to be established were of direct and immediate concern to the developing institutions.

Brownsville Meeting

The concept of off-campus instruction, which is built purposefully into the curriculum while solving problems related to desired student outcomes, raises a severe problem of coordination and communications.

One result of the off-campus instruction is a student population working in geographically dispersed sites--i.e., California, Colorado, New Mexico, Arizona, Texas. Some mechanisms were required to bring the participants together periodically but not so frequently as to impair their work in the home institution.

One mechanism utilized was a meeting of the entire group, held at Brownsville, Texas from February 28 to March 3. The meeting was attended by the University of New Mexico staff--Drs. Hale, Burlingame, Ulibarri, and Cordova; the New Mexico Highlands staff--Sanchez and Juarez; and the institute participants from the various states.

The agenda for the meeting centered on communication problems regarding a wide range of subjects: comprehensive examinations for those who were enrolled in doctoral problems, dissertation proposals, stipend and travel reimbursement problems, home institution planning tasks, etc. In addition, the group was addressed by Dr. Oliviera, President of Texas Southmost College and Reynaldo Garza, U.S. Federal Judge. Brownsville had been selected as a meeting place as it serves as the Headquarters of the Border Consortium of Jr. Colleges which were participating in the program.

Educational Testing Services

A second experience in the field at a site other than the home institutions occurred at Educational Testing Services Center in Princeton, New Jersey.

The participants were hosted by ETS from April 2 to April 27, 1973. Intensive seminars were conducted for the participants by ETS staff members, as well as professors from Princeton and Columbia Universities. The following are examples of the content covered by seminar:

Seminar, April 11:

Learning Theory and Minority Related Research

Edmund Gordon
Columbia University

Seminar, April 12:

College Admissions, Placement and Socioeconomic Ordering

George Schlekat
ETS Staff

Seminar, April 17:

Cross Cultural Researches

Norman Frederiksen
ETS Staff

Seminar, April 18:

Dimension of Human Behavior

Herman Witkin
ETS Staff

Seminar, April 19:

Ethnic Identity and Cultural Pluralism

Melvin Tumin
Princeton University

Seminar, April 23:

Strategies for the Reduction of Prejudices and Dissemination

Melvin Tumin
Princeton University

In addition to participating in intensive seminars led by distinguished scholars, the participants were able to become familiar with the general operations of ETS, tour the facilities, library, ERIC Clearinghouse, the ETS Test Collection, and the Princeton Library. They were able to explore the issues related to standardized testing and minority groups with the staff of one of the most sophisticated organizations engaging in standardized test activity. At the same time, ETS staff members were able to acquaint themselves with the knowledge and perceptions of Chicano educators from the Southwest.

Each participant was to present to the ETS Staff a paper delineating the participant's research problem. This experience provided an exceptionally fine opportunity for critiques of the problem statements. Some of the ETS Staff, who participated in the critique process, were:

Albert Beaton
  Director of Data Analysis Research

John Centra
  Research Psychologist, Higher Education

Reid Creech
  Research Psychologist, Division of Analytical
  Studies and Services

Robert Reldmesser
  Research Sociologist

Martin Katz
  Senior Research Psychologist
  Chairman, Guidance Developmental Research

Robert Linn
  Division Director, Developmental Research

University of New Mexico staff member, Dr. Martin Burlingame, supervised the ETS experiences for the University. The ETS Staff was made available to the project participants at no extra cost.

Summary

The field experiences portion of the program provided access to new aspects of the work worlds of varied roles in the home institutions. Further, they provided, in connection with the problems study, a specific point of application for the knowledge acquired in research design and organizational theory during the first semester. The ETS experience provided the participants with exposure to highly sophisticated data gathering and data analysis techniques, as well as to distinguished scholars.

ADDENDUM I

SAMPLE ENROUTE PERFORMANCE MEASURES

PROBLEM SET NO. 1

Three problems listed were:

1. Students coming into college do not have proper preparation to cope with freshman courses.

2. Recruitment of minorities.

3. English courses are especially not geared for Chicano understanding.

First, clearly differentiate the (a) descriptive and (b) evaluative components of each problem. Write them down.

Second, briefly describe the descriptive components (both fields such as sociology and levels such as diffusion) on one problem. Write them down.

Third, briefly describe three value positions which could be held by individuals on another of the problems. Indicate briefly what descriptive material each position would require. Write them down.

Limit: one, d.s., page, each section.

PROJECT NO. 2

You are asked to test experimentally the following proposition:

If teachers of minority students in small colleges are exposed to cultural differences workshop, then they will be better teachers because of their increased sensitivity to cultural pluralism.

1. Eliminate any or all evaluative statements.

2. Determine the treatment. (Independent variable)

3. Determine the criterion variable. (Dependent variable)

4. Determine operational measures for the independent and dependent variable.

5. What populations are involved in the study? Which is the population to which we seek to generalize?

Limit: one, d.s., page.

SCRIMMAGE NO. 3

Paraphrasing Strickland, Wade and Johnston, one might say:

Clarity is avoided in educational policy-making because it reduces the number of apparent choices. Facing the facts is avoided because it means discovering that there are fewer actual choices than we dream there are. People prefer dreaming their fuzzy old pipe-dreams instead of getting definite and doing something about the world. Hence, they rather like the educator who will warm up the fuzzy old pipe-dreams for them.

Take each of these four sentences and pretend it is descriptive. Then, determine the independent and dependent variable on the constitutive level. Develop treatments of measures for each of these variables. When you have finished you should have four experiments. What population would your experiments be generalizable to? What population do Strickland, Wade and Johnston claim their sentences are generalizable to?

Now, take each of these four statements and establish the variate and criterion variable. When you are finished you should have four associated studies.

Compare and contrast your results.

ENROUTE PERFORMANCE MEASURES FOR CONSTRUCTING COMPONENTS OF THE RESEARCH/DEVELOPMENT PROJECT PROPOSAL

1. Construct a project title including the three requirements for a good project title, given a sample of a poorly stated title.

2. Identify which types of significant criteria are present, given examples of problem background statements.

3. Construct a problem statement which meets the three criteria of a problem statement, given a poorly stated problem statement.

4. Construct substantive and null hypotheses, given a problem statement.

5. Describe the sample plan and target population from a given sample description.

6. Identify information requirements for the design, stimulus materials, data collection, and data analyses procedures.

7. Specify strategy for needs assessment related to specific proposal concept.

8. Identify the elements of project logistics including project time schedule, personnel and program facilities, and projected budget.

9. Construct prototype proposal.

ADDENDUM II

RESEARCH TRAINING DIAGNOSTIC INSTRUMENT

DIAGNOSTIC INSTRUMENT

AUGUST - NOVEMBER - JUNE

I. Briefly define each of the following terms:

1. constitutive/operational definition
2. Independent/dependent variable
3. principle of randomization
4. nominal/ratio scale
5. ordinal/interval scale
6. reliability/validity
7. systematic/error variance
8. internal/external validity of an experiment
9. frequency/continuous measures
10. analysis/interpretation of data

II. Briefly discuss appropriate statistics for analysis of correlational and experimental data. Include (a) type of variable, (b) number of variables and (c) level of measurement.

III. Briefly discuss three major considerations in the utilization of computer "canned" programs.

IV. Discuss the "two" roles an institutional researcher may play in an institution of higher learning.

V. Briefly discuss three problems which institutional researchers have traditionally studied.

VI. Briefly describe the components of a research proposal.

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SECTION III

SUMMATIVE EVALUATION

The program evaluation utilized descriptive profiles of the participating institutions as well as of the students. These descriptions allow some tentative conclusions as to the success of the program. The institutional profiles are presented first and the students' profiles follow. Some tentative conclusions are drawn from these two sets of profiles.

INSTITUTIONAL PROFILES

The institutional profiles are presented (1) in terms of demographic data and (2) in qualitative terms relating to rationale for participation, participant selection, pre- and post-program institutional concerns, and (3) in terms of program effect on the participating institutions.

DEMOGRAPHIC PROFILE

Types of Institutions

Both public and private institutions participated in the program. Four were four-year degree granting institutions or higher and seven were two-year junior and/or community colleges. Information on participating institutions is presented in Table 3.1.

Table 3.1

TYPE OF INSTITUTIONS BY STATES

State	Public 4-Year	Private 4-Year	Public 2-Year	Private 2-Year
Arizona			2	
California			1	
Colorado	2			
New Mexico	1	1		
Oklahoma				1
Texas			2	
TOTAL	3	1	5	1

Students

A comprehensive overview of student enrollments in the various institutions is presented in Table 3.2.

All of these institutions with the exception of Ft. Lewis and Southern Colorado State have a heavy minority enrollment. In all of these institutions, with the exception of Bacone and Ft. Lewis, the Mexican Americans were the largest minority represented. Only in Bacone College where Native Americans were the largest minority represented, were there no Mexican Americans enrolled. Native Americans were represented in all but two campuses although in much smaller numbers than Mexican Americans. Black Americans were represented in all campuses although in relatively smaller numbers than Mexican Americans and/or Indians.

Table 3.2

INSTITUTIONAL DEMOGRAPHICS
STUDENT ENROLLMENTS

Institution	Total	Mexican American	Indian	Black	Total Minority	Percent Minority
Two-Year:						
Cochise (AR)	2,172	700	18	40	758	34.9
Western (AR)	1,530	411	87	97	595	38.8
Imperial Valley (CA)	3,067	1,061	46	102	1,209	39.4
Bacone (OK)	489		288	60	348	71.1
Laredo (TX)	4,000	3,400		7	3,407	85.2
Southmost (TX)	2,800	1,960		4	1,964	70.1
Four-Year:						
Ft. Lewis (CO)	2,241	84	242	12	338	15.1
Southern (CO)	5,210	1,025	9	74	1,108	21.3
Albuquerque (NM)	2,820	893	202	115	1,210	42.9
Highlands (NM)	2,423	1,236	106	31	1,373	56.7

Faculty

The composition of the faculty in the several institutions is given in Table 3.3.

Even though the minority student enrollment in the two-year institutions averaged 56.6% of the total enrollment, the minority faculty proportion of the total faculty was only 24.9%. Similarly, in the four-year institutions where the average minority enrollment was 35.6% of the total, the minority faculty represented was only 13.3% of the total. The Mexican American was by far the largest minority in these faculties. The Native Americans were represented on three campuses with a total of 12 faculty members, and the Black Americans were represented on four campuses with a total of six faculty members. Of the minority group faculty in the several institutions Mexican Americans only were represented in four institutions.

Table 3.3

INSTITUTIONAL DEMOGRAPHICS
FACULTY

Institution	Total	Mexican American	Indian	Black	Total Minority	Percent Minority
Two-Year:						
Cochise (AR)	69	6			6	8.7
Western (AR)	75	9	1		10	12.3
Imperial Valley (CA)	75	5			5	6.7
Bacone (OK)	46		8	1	9	19.6
Laredo (TX)	80	48			48	60.0
Southmost (TX)	85	34		1	35	41.2
Four-Year						
Ft. Lewis (CO)	125	6	3		9	7.2
Southern (CO)	297	23		3	26	8.7
Albuquerque (NM)	86	12			12	13.9
Highlands (NM)	133	30		1	31	23.3

Administration

The instrument used for gathering these data did not provide for the specific identification of administrators. Thus, deductions regarding the level of responsibility of the minority group members in administrative positions in the participating institutions cannot be made. Table 3.4 gives the number of minority group members in administrative positions in the several institutions.

Table 3.4

INSTITUTIONAL DEMOGRAPHICS
ADMINISTRATORS

Institution	Total	Mexican American	Indian	Black	Total Minority	Percent Minority
Two-Year:						
Cochise (AR)	12	1			1	8.3
Western (AR)	7				0	0.0
Imperial Valley (CA)	8				0	0.0
Bacone (OK)	7		1		1	14.3
Laredo (TX)	7	4			4	57.1
Southmost (TX)	10	7			7	70.0
Four-Year						
Ft. Lewis (CO)	28				0	0.0
Southern (CO)	68	9			9	13.2
Albuquerque (NM)	21	8			8	38.1
Highlands (NM)	20	14			14	70.0

There were three institutions that had no minority members on their administrative staffs. In three institutions the majority of administrative positions were occupied by minority group members. With the exception of one Native American all of minority group administrators were Mexican Americans.

Table 3.5 gives a recapitulation of the demographic data of the participating institutions.

Table 3.5

INSTITUTIONAL DEMOGRAPHICS
MINORITY-GROUP PERCENTAGES: STUDENTS,
FACULTY, ADMINISTRATORS

Institution	Students	Faculty	Administration
Two-Year:			
Cochise (AR)	34.9	8.7	8.3
Western (AR)	38.8	13.3	0.0
Imperial Valley (CA)	39.4	6.7	0.0
Bacone (OK)	71.1	19.6	14.3
Laredo (TX)	85.2	60.0	57.1
Southmost (TX)	70.1	41.2	70.0
Four-Year:			
Ft. Lewis (CO)	15.1	7.2	0.0
Southern (CO)	21.3	8.7	13.2
Albuquerque (NM)	42.9	13.9	38.1
Highlands (NM)	56.7	23.3	70.0

QUALITATIVE PROFILE

This section of the instrument was open ended. The data gathered ranged from taciturn, noncommital replies to frank, open discussions. No quantification was possible. The responses are presented as clusters.

Rationale for Participation

Table 3.6 enumerates the number of times similar reasons for participating in the program were reported.

Table 3.6

RATIONALE FOR PARTICIPATION

Rationale	Number
Develop the competency of the individual participant	5
Develop individual participant as change agent	1
Need for minority administrators	3
Need for minority faculty members with doctorate	1
Favorable impression of proposed program	2

While the overall thrust of the program was intended to improve the potential of the individual, this factor was never stated as a goal. Five responses, nonetheless, indicated that improvement of the competency of the individual was the major reason for participating in the program. Only one response indicated an interest in developing change agents, which was one of the major goals of the program. These two clusters point to the possibility that the thrust of the program was not well understood by the participating institutions. Responses which indicated that there was a need in the institutions for minority administrators and faculty members also could be indicative of the same factor, namely, the true thrust of the program.

Criteria for Participant Selection

Table 3.7 indicates the criteria used for participant selection by participating institutions. The responses are self explanatory.

Table 3.7

CRITERIA FOR PARTICIPANT SELECTION

Criteria	Number
Academic potential	6
Expressed desire for training	2
Perceived potential for promotion	4
Positive attitude toward change	2
Existing work in critical position	2

Institutional Pre-Program Concerns

The survey instrument allowed for an open-ended response to the question about what concerns institutional administrators might have had about sending some of their key personnel for a year's training. The responses were followed up in personal interviews. The results of these activities are reported in Table 3.8. Although there was no operational definition of such terms as "watered-down programs" the concept seems clear enough to communicate a feeling of something less than high quality. We can only assume that "unhealthy attitudes" means "militancy."

Table 3.8

INSTITUTIONAL PRE-PROGRAM CONCERNS

Concern	Number	Concern Substantiated
That "unhealthy" attitudes might be fostered	1	0
That the program might be "watered down" for participants	3	0
That areas pertinent to critically needed change in higher education would not be engaged	1	0
That participants might use the program for self-promotion rather than as training for needed institutional change	1	2
That the participant might not be able to handle a rigorous graduate program	1	0
That coordination problems would arise between the institution, the individual, and the project	1	1
That the individual might be motivated to seek a promotion when none was available	1	1

Pre-Program Commitments to Participants

There were three institutions that made no commitments to the participants. The others, however, committed themselves rather heavily to the participants. Table 3.9 identifies the types of commitment made by the institutions to the participants.

Table 3.9

PRE-PROGRAM COMMITMENTS TO PARTICIPANTS

Commitment	Number
None	3
Continued employment	5
Cooperation with program projects	3
Consideration of participant for future advancement	3
Promotion to position in which change agent influence could be exerted	1
Institutional support for future change	1
Assistance with program travel	1

Post-Program Effect on Institutions

Institutional respondents identified no major effects on the participating institutions. This obtains for program changes, institutional services and staffing. Table 3.10 summarizes the responses given to this item.

Table 3.10

POST-PROGRAM EFFECTS ON INSTITUTIONS

Effects	Number
On Program at Home Institution:	
None	6
Changes in Ethnic Studies Program	2

Table 3.10 (continued)

Effects	Number
Changes in Language Development Program	1
Grant secured for faculty cultural awareness training	1
On Services:	
None	5
Additional extension services to public schools	1
Additional peer counseling and tutoring	1
Improved processing of federal grants	1
Increased emphasis on minority-group student recruitment	1
On Staffing:	
None:	
Administration	7
Faculty	8
Staff	8
Added bilingual faculty	2
Added Director of Extension Services	1
Added positions in recruitment and financial aids	1
Participant now viewed as potential administrator	1
On Staff Relations:	
None	8
Improved faculty-staff knowledge of bilingual programs	1
Improved relations between minority-group and majority-group staff	1

Table 3.10 (continued)

Effects	Number
On Faculty Aspirations:	
None	6
Participant has higher aspirations	1
Increased interest in advanced training	2
Improved morale among minority-group faculty	1
On Inter-institutional Relations	
None	2
Participant's expanded interpersonal relations network seen as functional for the institution	3
Functional relationship established with Educational Testing Service	4
Increased interaction with institutions serving similar populations	3
Increased interaction with the University of New Mexico	2
Increased understanding of bilingual programs	1
On Job Status of Participants:	
None	4
Leave of absence extended for Ph.D. completion	2
Promotion from staff to faculty	1
Loss of participant to another institution	2
Participant resigned to complete Ph.D.	2
Promotion to higher staff position	3

Table 3.10 (continued)

Effects	Number
Promotion to administrative position planned in near future	1
Lateral change to staff position more appropriate to acquired skills	1

STUDENT PROFILES

The students' profiles are presented in two categories. The first is compiled from objective data related to academic factors. The second has to do with participants' expectations, subjective evaluations of the program and statements regarding future plans related to completion of degree and to career.

Academic Profile

The academic profile of the participants is presented in terms of (1) highest degree earned at time of entry into the program, (2) undergraduate and graduate majors, (3) scores on the Miller's Analogy Test, (4) credits earned, and (5) grade point averages.

Entry Degree

Of the seventeen participants, one had earned a Ph.D. and 12 had earned Masters degrees prior to entry. Of the latter group, nine had taken over 15 hours of graduate work beyond the Masters.

Table 3.11

DEGREE LEVEL OF PARTICIPANTS PRIOR TO INSTITUTE

Enrollment	Total	B.A.	M.A.	Ph.D.
Total	17	4	12	1
Degree Sought:				
Ph.D.	12	0	12	0
Ed. Specialist	1	0	0	0
M.A.	4	4	0	0
Sex:				
Female	4	2	2	0
Male	13	2	10	1
Ethnic Group:				
Chicano	15	3	11	1
Indian	2	1	1	0

Undergraduate and Graduate Majors

Students had a wide variety of majors. Eight of the participants had either undergraduate or graduate majors in a field of Education; of these, only one had a major in Education Administration.

Table 3.12

UNDERGRADUATE AND GRADUATE MAJORS
OF INSTITUTE PARTICIPANTS

Program	Field	Number
Undergraduate Major:		
Ph.D. Candidates	Education	3
	Mathematics	2
	Spanish	2*

*Indicates double major

Table 3.12 (continued)

Program	Field	Number
	Business Administration	1
	Anthropology	1
	English	1
	Geology	1
	Political Science	1*
	Sociology	
Ed. Specialist Candidate	Mathematics	1
M.A. Candidates	Education	2
	University Studies	1
	Sociology	1
Graduate Major (M.A.):		
Ph.D. Candidates	Education	6
	Spanish	2
	Mathematics	2
	Economics	1
	Anthropology	1
Ed. Specialist Candidate	Economics	1**

*Indicates double major.

**Individual held Ph.D. in economics prior to participation in program.

MAT Scores

The average of Miller Analogies scores was at the 53rd percentile for College of Education students. Ranks ranged from the 16th percentile to the 93rd percentile for COE students. This test had little predictive value for success in the program, as participants with low MAT scores did as well as those with high scores.

Table 3.13

AVERAGE MILLER ANALOGIES TEST SCORES OF INSTITUTE PARTICIPANTS AND THE COLLEGE OF EDUCATION PERCENTILE REPRESENTED BY THE AVERAGE SCORE

Enrollment	Average Raw Score	COE Percentile
Total	48	53
Program:		
Ph.D.	44	42
Education Specialist	73	90
M.A.	54	60
Sex:		
Female	57	74
Male	45	46
Ethnic Group:		
Chicano	48	53
Indian	48	53

Courses in Program

Participants concentrated on the core project courses and courses in educational administration. Few courses were taken outside of the Department of Educational Administration. Since only one person had a background in this field, participants used the program to gain research skills and knowledge of the field.

Participants carried heavy course loads, with most students taking more hours than the 12 per semester recommended by the Graduate School for full-time graduate students at UNM.

Table 3.14

CREDIT HOURS EARNED BY PARTICIPANTS IN COOPERATIVE HIGHER EDUCATION INSTITUTE

Enrollment	Average Number of Hours	Average Number of Hours in Core Courses	Average Number of Hours in Non-core Courses
Program:			
Ph.D.	35	23	12
Education Specialist	39	18	21
M.A.	23	17	7
Sex:			
Male	33		
Female	30		
Ethnic Group:			
Chicano	34		
Indian	18*		

*The low average occurs because one of the two Indian students withdrew from the program during the second semester.

Grade Point Average

Despite the heavy course loads of most participants, their achievement was high. The average grade point earned was 3.7, with individual averages ranging from 3.1 to 3.9.

Table 3.15

GRADE POINT AVERAGE OF INSTITUTE PARTICIPANTS

Enrollment	Overall	Core Courses	Non-core Courses
Total	3.7	3.7	3.6
Program:			
Ph.D.	3.7	3.8	3.7
Education Specialist	3.7	3.8	3.6
M.A.	3.6		

Table 3.15 (continued)

Enrollment	Overall	Core Courses	Non-core Courses
Sex:			
Female	3.7		
Male	3.7		
Ethnic Group:			
Indian	3.5		
Chicano	3.7		

Academic Advancement

All participants who had a Masters degree entered the Ph.D. program. During the year 12 individuals were advanced to Ph.D. Intermediate status. Three of those who had Bachelors degrees are now working toward the M.A. One participant earned an Education Specialist certificate in Educational Administration as he already held the Ph.D. in economics.

As measured by their entering statistics and their achievement in the program, the CHEP participants were a well-qualified and highly motivated group of students. Their average Miller Analogies scores were above the College average, the majority had earned advanced degrees, and program grade averages were high. Although not required by the program to do so, 13 participants chose to work toward a Ph.D. To achieve this, they carried more hours than considered normal at UNM.

Personal Profile

The Personal Profile deals with (1) the participants' expectation of the program, (2) personal evaluation of the program, and

(3) participants' projections regarding completion of degree and career plans.

Expectations of Program

The participants' responses were not explicit regarding their expectations of the program. They were made in terms of broad goals. Whatever particulars the participants had in mind regarding program expectations they apparently felt the program had fulfilled them. Table 3.16 summarizes participants' responses in this area and indicates the extent to which expectations were met.

Table 3.16

PARTICIPANTS' EXPECTATION OF PROGRAM

Expectation	Number	Result
Acquire Administrative Skills	7	Met
Earn Doctorate	4	Met
Acquire Research Skills	6	All working on it yet
Earn Masters	1	Received
Develop Skill as Change Agent	1	Met
Acquire Leadership Skills	1	Met

Career Goals

The Participants were queried as to their career goals before and after the program. Table 3.17 indicates the responses. As can be seen there was not much change in career goals among the participants on a pre-/post-program basis.

Table 3.17

PARTICIPANTS' CAREER GOALS BEFORE AND AFTER PARTICIPATING IN PROGRAM

Goal	Number
Pre-Program:	
Administration in Higher Education (University, Junior College, Community College)	9
Complete Doctorate	3
Teaching in Institutions of Higher Education	2
Research	1
Private Business	1
Post-Program:	
Administration in Higher Education	10
University Teaching	1
University Program Evaluator	1
Research	1
Pursue M.D. Program	1
Complete Ph.D.	1
Agent of S. Change	1

Expectations Concerning Institutions

The responses to this item must be judged invalid because the participants were confused as to the nature of the question. Some interpreted the question to mean expectations of the participants from their institution. Others interpreted it to mean expectations of the program on the part of the participants for their institution. See Table 3.18.

Table 3.18

PARTICIPANTS' EXPECTATIONS CONCERNING RESPECTIVE INSTITUTIONS

Expectations	Number
None	5
Support and Cooperation	3
Reemployment and/or Promotion	3
Application of Skills of Agent of Social Change in Program Development and Evaluation	2
Help cut down Attention Role	1
Application of Knowledge and Skills at Higher Plane	1
Institution to Acquire more Critical Cultural Awareness of Chicano Education	1

Participants Evaluation of Program

The program was evaluated in relation to training in research courses, internship field experiences, Highlands University field experience, the Education Testing Service field experience, and the institution internships. Even though different terms were used, the responses were classified on a scale from very good to very poor. The evaluation is presented in Table 3.19.

Table 3.19

PARTICIPANTS' EVALUATION OF PROGRAM AND ACTIVITIES

Activity	Very Good	Good	Mediocre	Poor	Very Poor
Program and Activities for Training in Research	6	2	3	4	
Courses	6	7	1	1	
Internship Field Experience	5	7		2	
NMHU Field Experience		4		11	
ETS	7	3	1		
Institutional Internship	4	5		4	

Respondents generally viewed the courses as appropriate to the skills and knowledge they hoped to acquire. The courses were viewed as appropriate to training and research activities in developing institutions. However, four participants felt the program overemphasized theory to the exclusion of "practical" and "real world" activities and skills. Another respondent felt more emphasis on change theory and resistance to change was desirable. Two found one or two courses somewhat unstructured. Many respondents rated the courses excellent, valuable, worthwhile.

Reactions to the internship field experience varied. Responses to this question may not be helpful as many confused the internship field experience with the institution internship. Responses of those who answered ranged from enthusiasm, or at least satisfaction, to criticism of the lack of coordination of the various programs. One considered the trips involved a "waste of time."

Many participants expressed dissatisfaction and disappointment with the Highlands University segment of the program. This potentially valuable experience, they felt, was limited by several factors. Lack of coordination between institutions may have caused the Highlands administrators to be uninformed about the goals and objectives of the project. One participant felt the New Mexico Highlands University administrators were not even aware that the CHEP group was coming. The administrators were too preoccupied with their other duties to spend as much time with the participants as had been hoped. Two respondents felt there was insufficient time at Highlands, and one suggested timing this part of the program at the beginning of the semester rather than at the end.

All members of the program who participated in the ETS segment of the program found the experience valuable. The library facilities were impressive, and the ETS personnel were excellent.

Satisfaction with the institution internship depended on the institution and the individual. Of the two who gave reasons for dissatisfaction, one felt he would have profited more from a more structured program with closer communication with UNM faculty members while he was away. The other would have preferred to have remained at UNM as his institution's library was inadequate; however, he felt the institution profited from his internship.

Post-Program Profile

Most project members are progressing toward completion of an advanced degree. Four are enrolled as full-time students at UNM with financial support from the BIA, Ford Foundation, UNM, and Highlands University. Others are enrolled on a part-time basis for dissertation hours. One student has received an M.A., and another has received the Administrative Certificate.

Career goals were not as easily met. One participant, currently unemployed, intends to enroll in a pre-med program in 1974. Another returned to his institution at his former salary on a three-month contract with no assurance of future employment. However, the same institution promoted another participant. Nine participants returned to their home institutions in either the same or slightly expanded positions. Those whose positions changed continued to do similar work while acquiring more or different administrative responsibilities. One participant intends to work with ETS for the next three years. Three respondents seem highly committed to their institutions with intentions of remaining, while others mentioned career goals unrelated to their present institutions. Career expectations did not change significantly as most participants entered the program with the intention of receiving training that would allow them to assume administrative positions.

SECTION IV

First Re-Cycled Training Model

In concluding this Report our perspective is both retrospective and futuristic. In brief, we are posing the question, "If we were to engage in a similar project in the future, what would we do differently?" A systematic way of addressing that question is by utilizing the general model presented in Section I. A further advantage of that proceudre is that in effect we are simultaneously testing both the model and the program.

By their very nature, general models are characterized by assets and liabilities. The major strength of the model was in sensitizing programmers to the major dimensions of the training process. In that sense, rational decisions could be made relative to the inclusion or exclusion of components and the relative emphasis to be placed upon them.

As we re-think the project now concluded, it becomes obvious that insufficient emphasis was placed upon the communications skills component of the integrating/enabling dimension. The traumatic events which occurred early in the program and which eventuated in the resignation of a staff member and the continuing interpersonal tensions which were present might well be attributed to communication breakdowns. Furthermore, it would seem obvious that if personnel trained in projects such as this are to be effective agents of change keenly honed communication skills are essential. Even if the present set of program participants are likely to be securers and organizers of data for others as the external evaluators have suggested, communicating data persuasively is an essential skill.

Relative to the remaining two components of the integrating/enabling dimension, the humanities component was totally excluded. Whether or not this was an error only time will tell. The inquiry skills component was central to the project. Again, as the external evaluators have commented, this element was perceived to be a major strength.

The components identified on the contextual/programmatic dimension were treated quite differentially. The organizational component received exhaustive consideration as indicated earlier in this Report. Selected portions of the political domain were included in the treatment. However, if the change process is largely politically determined, this component probably should have received greater emphasis. Similarly, if one of the expectations for the participants upon returning to their home institutions was to secure external funding, the economic component should have received greater emphasis. The planned concentration on the cultural component was crippled by the resignation of a key staff member early in the project's history. The individual component seemed to be largely absent except as it was taken into account in the internships. We will return to this point later.

In our discussion of the institutional component of the contextual/programmatic dimension of the general model in Section I, we made the statement that "designers must consider the nature of the 'sending' institution in their recruitment efforts, their own capabilities and resources as the 'host' training institution, and the nature and needs of potential 'receiving' institutions." When we embarked upon this project we only partially understood the import of those words. Over the course of the program it became clear, however, that the needs of the "sending" (and in this case the "sending" and "receiving" institutions were almost universally one and the same) were not considered as carefully as they might have been. Several pieces of evidence point to this. Firstly, the "Institutional Profiles" appended to this Report indicate little institutional impact as a consequence of participation in the project. Secondly, the reports of the participants indicate that they engaged in largely the same set of activities upon return to their home institutions. Thirdly, the external evaluators consistently raised the question, "Change agents for what?" All this seems to say that in an inter-organizational undertaking multiple agendas must be accommodated simultaneously. To the extent that agendas are "hidden," ambiguous, or in any way non-complementary, highly productive outcomes are jeopardized.

A second and related point concerns staffing. In our discussion of the general model we attempted to identify the major social science disciplines involved. We further took into account the ethnic dimension. What we did not consider was the developing institution--mature institution distinction. As Figure 4.1 indicates, developing and mature institutions differ significantly. The implications for program staffing are retrospectively clear. Significant instructional input should have been provided by individuals attuned to the institutional orientation of the participants. If the program pays small dividends institutionally as the "Profiles" suggest, it may be a function of "cosmopolitans" attempting to communicate to "locals" with a singular lack of success.

		TYPE OF INSTITUTION	
		Developing	Mature
Contextual Variables	Institutional Orientation	Affective and Personalistic	Objective and Clinical
	Norms	Localistic	Universalistic
	Social Control	Direct, Particularistic Personalistic	Indirect, Universalistic, Impersonal
	Status and Role	Diffuse	Specific

Figure 4.1

CORRELATES OF MATURE AND DEVELOPING INSTITUTIONS

An alternative to the strategy suggested in the preceding paragraph may be available through carefully selected socialization experiences. As we suggested in our discussion of the social/collegial dimension, care must be taken to avoid alienating the participant from his permanent system and hence negating his efforts to function successfully in that milieu. The strategy employed in CHEP was to treat the participants as a separate unit. Special and restricted classes were designed for them. Field trips were arranged for their exclusive benefit, e.g., to Highlands University and Educational Testing Service. Not until the third semester in residence were project participants assimulated into the broader graduate student culture through the medium of generalized course work. Retrospectively this was an error. No singular group sentiment emerged. Beyond that, participants were made to sense their "differentness." Hence we would recommend that in the future, participants in similar projects be scheduled into the regular course offerings, with the group sentiment--maintenance functions accommodated through a 1-3 hour "integrating seminar." While this strategy carries with it the threat of exacerbating the developing-mature institution differences, yet it seems to us at this point in time the better course of action.

The final dimension to be reconsidered is the distributive/operational. As a process element it was both gratifying and disappointing. The gratification occurred in the positive response of the participants to the theoretical thrust of the program. While their reactions may have been spuriously inflated by their negative reactions to the practice component, it is nevertheless clear that developing conceptual understanding of social phenomena is central to a graduate training program.

The practice component was not successfully orchestrated. As the evaluators have noted, most participants felt that the second semester "practice" experiences in their home institutions were unrewarding. What becomes clear is that if a practicum, i.e., internship is to provide productive learning experiences it must either (a) be under the control and supervision of the training institution, or (b) the inter-institutional pre-planning relative to specific goals and objectives must be intensive. Neither condition prevailed in the project reported on here. In a sense we are reiterating the concern of the external evaluators, "Change agents for what?"

A third consideration relative to process is simply time. Our theoretical time sequence for the program (Figure 1.2) specified three years. Theory (technical learning) was to predominate during the first year, practice (field experience) the second, and research (independent study) the third. In CHEP the time frame was severely truncated. This may have been an error, however considerable, insofar as it may have required too much of too many too soon. When one considers that four of the seventeen participants were barely beyond the B.A. more time was needed for learning and assimulating new knowledge and skills. It would appear that one has the option of either designing a more limited program or expanding the time sequence considerably.

CONCLUSION

We began this section by asking, "If we were to engage in a similar project in the future, what would we do differently?" Utilizing the general model developed in Section I of this Report as the analytical framework, and drawing heavily upon the reports of the external evaluators, we would anticipate making the following adjustments:

1. Pre-planning

    a. Engage in more intensive inter-institutional pre-planning in an effort to (a) achieve greater clarity and agreement relative to purpose, and (b) more clearly specify institutional roles and expectations.

    b. Recognize the limitations of time on project scope and adjust expectations accordingly. We note parenthetically that despite the press for accelerated programs, the demands for concept development and skill acquisition auger for extended time frames.

2. Program Content

a. Specify more precisely the objectives, content and activities to be engaged in relative to the program elements selected from the contextual/programmatic and integrating/enabling dimensions.

b. Place greater emphasis upon the economic, cultural and communications components.

c. Specify points of articulation within and among program dimensions.

3. Process

a. Program for individual backgrounds, interests and objectives rather than for participants as a group.

b. Integrate project participants into the on-going programs of study early and, conversely, drastically reduce the specialized and separate course offerings.

c. Provide a greater degree of structure and control over off-campus experience.

d. Either increase or decrease off-campus experiences considerably.

4. Staffing

a. Involve more faculty early in the instructional process. This would be a natural consequence of 3a and 3c above.

b. Strive for a staffing pattern which would reflect the differences in orientation between mature and developing institutions.

We conclude with a few reflections on the general model itself. The model proved to be useful in identifying the major dimensions of a training program. In that respect it was a guide to program developers. It was equally valuable as a framework for analyzing program outcomes. Our general reaction is that it performed both tasks adequately.

The model was deficient, however, along other lines. It did not, for example, adequately resolve the "training for what" issue. In attempting to be all things to all men, the model did not specify the unique elements of a program indigenous to training institutional change agents. Secondly, the model does not include a planning component. It assumes that that activity has already occurred and that decisions reached in that process now merely require implementation. Throughout this Report there are repeated references to lack of clarity relative to program thrust. Thirdly, and related to the previous statement, the model implicitly assumes a training program designed, executed and controlled by a single institution. In the present project this was patently untrue. The model, however, makes no provision for inter-organizational variables.

What is quite apparent is that before we have an exportable model considerable conceptual work remains to be done at both a macro and micro level. At the macro level, extra-organizational variables will have to be considered with the view toward incorporation into the model. At the micro level, the major task is to achieve articulation between and among the several modeled dimensions and their components.

APPENDICES

1. ANNOUNCEMENTS
2. LIST OF PARTICIPANTS AND INSTITUTIONS
3. PROGRAM STRUCTURE
4. PROGRAM SCHEDULE - SEMESTER ONE
5. PLANNING WORKSHOP -- GHOST RANCH
6. INSTITUTIONAL PROFILES
7. FORMATIVE EVALUATION
    - The Appleberry and Boardman Report Number 1
    - The Gordon Report
8. SUMMATIVE EVALUATION
    - The Cortez Report
    - The Appleberry and Boardman Report Number 2
    - The Appleberry and Boardman Comparative Report

COOPERATIVE HIGHER EDUCATION ACADEMIC INSTITUTE

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Approximately fourteen professional educators will be invited from participating institutions to attend a year-long Academic Institute sponsored jointly by The University of New Mexico as the assisting and host institution and New Mexico Highlands University as the coordinating institution. It is the purpose of the training program to provide research, development, and management skills appropriate to institutional research and change-agent roles in participating institutions of higher education.

ELIGIBILITY

Participating institutions are defined as (1) having substantial student enrollments consisting of Native Americans and/or Chicanos, and (2) qualify as developing institutions under Title III - Higher Education Act. Faculty members and administrators from participating institutions are eligible to attend. However, the following criteria will apply to all applicants selected for financial support:

(1) A letter of recommendation must be submitted by the President (or his designee) of the participating institution.

(2) Be faculty members and/or administrators who are under contract to participating institutions.

(3) Have language proficiency in English and Spanish or an Indian dialect.

(4) Possess at least a bachelor's degree.

(5) If applicant is interested in pursuing an advanced degree he must be accepted into the Graduate School at The University of New Mexico. (Departmental criteria also apply to degree applicants.)

(6) Applicants must be sensitive to and familiar with the social problems and educational expectations of Native American and Chicano communities.

(7) Be less than 45 years of age.

Women faculty members and administrators are especially encouraged to apply. Preference will be given to participating institutions which may send two staff members.

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PROGRAM

The year-long Academic Institute is divided into three phases. Phase I consists of specially designed instructional components intended to develop skills in research methods and techniques, program development skills and strategies, and program administration competencies. Other course offerings from the university may be added in addition to the 9-semester hours Institute Core during the Fall Semester.

Phase II of the Institute focuses upon field problems to be accomplished at participating institutions. Participants, in conjunction with the administration of their home institution, will pursue a specific field problem or other appropriate experience(s) under supervision of a staff member of the participating institution and a general supervisor from The University of New Mexico. Phase II activities carry approximately 12 semester hours residency credit.

Phase III (Summer 1973) provides for an on-campus seminar -- Administering Educational Programs in Multi-cultural Settings. Technical assistance will be available from UNM project staff members relative to data processing, data analysis, and other services related to reporting results of the field problems.

CREDIT

Each participant will be expected to complete approximately thirty-two semester hours credit in combined coursework and field experience. All academic credit offered for Institute activities may provide graduate residency-credit leading to an advanced degree at The University of New Mexico.

PARTICIPANT SUPPORT

Institute participants will receive Fellowship Awards based upon their 1972-73 salary for twelve months (preliminary information from IRS indicates that all or part of the Fellowship may be non-taxable).

The Institute will pay participant's tuition at The University of New Mexico and pay transportation expenses for two round-trips between the participant's home institution and Albuquerque.

APPLICATION: Contact ______________________________

PARTICIPANTS

Leonardo D. Atencio	Ft. Lewis College
Billy Y. Barnett	Bacone College
Albert A. Besteiro	Texas Southmost College
Carlos F. Caraveo	Cochise College
Patricia D. Kemm	University of Albuquerque
Lydia S. Linares	Laredo Junior College
Hector L. Lopez	Imperial Valley College
Reuben O. Lopez	Arizona Western College
Wilfred O. Martinez	Southern Colorado State College
Alfonso E. Ortiz, Jr.	Highlands University
John M. Pacheco	Highlands University
Alejandro Perez	Laredo Junior College
Carmen C. Scott	Imperial Valley College
Juan I.Trujillo	Southern Colorado State College
Orlando H. Vigil	University of Albuquerque

COOPERATIVE HIGHER EDUCATION INSTITUTE

PROGRAM STRUCTURE

HIGHER EDUCATION
Dr. Frank Angel, President, New Mexico Highlands University

CORE RESEARCH COMPONENTS
Dr. Martin Burlingame, Associate Professor of Educational Administration, University of New Mexico

PROPOSAL WRITING
POPULATION SAMPLING
RESEARCH MANAGEMENT
Dr. Paul Resta, Assistant Dean, College of Education, University of New Mexico

ANALYSIS AND DIMENSIONS OF ETHNIC MOVEMENT
Dr. Willie Sanchez, Vice-President, New Mexico Highlands University

ANTHROPOLOGICAL METHODS
Dr. Rodolfo Serrano, Assistant Professor of Educational Foundations, University of New Mexico

ORGANIZATIONAL ANALYSIS
Dr. Horacio Ulibarri, Professor of Educational Administrations, University of New Mexico

Martin Burlingame

SEQUENCING OF RESEARCH COMPONENTS

A. Introduction to Research in Organizations

B. Major Statistic Concepts

C. Computer: Introduction

D. Institutional Research: Stage I

E. Integration Period of Research Components: Stage I

F. Institutional Research: Stage 2

COMPONENT A

Introduction to Research in Organizations

Time: Two weeks, two hours per meeting daily (MTWTF)

Methods of Instruction: Reading, discussion.

Objectives: To acquaint students with experimental and field research concepts as applied to organizations.

Schedule:

1 Blalock, Chp. 1
2 Blalock, Chp. 2 and 5; Evans, Introduction
3 Trow; Day and Hamblin (Evans) Experimental Studies
4 Cyert, March and Starbuck; Churchill and Cooper (Evans)
5 Festinger; Rosenthal (Evans)

6 Blalock, Chp. 3 and 4
7 Morse and Rermer; Ross (Evans)
8 Stedny and Kay; Bowens and Seashore (Evans) Field Studies
9 Seashore; Campbell
10 Summary

Assignments: Critique one study. Redesign the study.

Texts:

Hubert M. Blalock, Jr. An Introduction to Social Research (1970)

William M. Evans, Organizational Experiments: Laboratory and Field Research (1971)

COMPONENT B

Major Statistic Concepts

Time: Three weeks, two hours every other day (MWF)

Methods of Instruction: Reading, discussion, computation

Objectives: To acquaint students with major statistical concepts of parametric and non-parametric statistics.

Schedule:
1 Theory and Hypothesis; Operational Definitions
2 Levels of Measurement: Nominal Scale
3 Interval Scales: Descriptive Statistics

4 Hypotheses Testing
5 t test
6 Analysis of Variance

7 Correlation
8 Regression
9 Non-parametric

Assignments: Students will hand compute small problems utilizing each statistics.

Texts

Hubert M. Blalock, *Social Statistics*: Second Edition (1971)

W. James Popham, *Educational Statistics*: *Use and Interpretation* (1969)

The use of two different texts is recommended because some students will find one more helpful than the other as well as the fact that they present differing amounts of detail on varying statistics.

COMPONENT C

Computer: Introduction

Time: One week, one hour every day (MTWTF)
Methods of Instruction: Reading, discussion, acquaintance with procedures and machines.
Objectives: To acquaint students with the major areas of concern for users of large capacity high speed computers.

Schedule:
1 The Computer System - Johnson, Chp. 1
2 Data Input Methods - Johnson, Chp. 2
3 Procedures - Johnson, Chp. 3
4 Data Output - Johnson, Chp. 6
5 Canned Programs - Johnson, Chp. 4, 5.

Assignments: Students will process a data deck on a canned program.

Text

M. Clemens Johnson, *Educational Uses of the Computer*: *An Introduction* (1971)

COMPONENT D

Institutional Research: Stage 1

Time: Four weeks, two hours every other day (MWF)
Methods of Instruction: Reading, discussion, self-study of sponsoring institution.
Objectives: To acquaint students with the major areas of institutional research and to initiate the beginning of the students'own project.

Schedule:
1 Dressel, Chp. 1
2 Dressel, Chp. 2, 3 (The nature of institutional research)
3 Dressel, Chp. 4, Appendix A, Appendix B

4 Dressel, Chp. 5
5 Dressel, Chp. 6 (Studies of output of the institution)
6 Dressel, Chp. 7

7 Dressel, Chp. 8
8 Dressel, Chp. 9 (Development of institutional research
9 Dressel, Chp. 10 system)

10 Critique of proposed studies
11 Critique of proposed studies
12 Critique of proposed studies; Dressel, Chp. 13

Assignment: Development of student's institutional research project (first complete draft).

Text

Paul L. Dressel and Associates, Institutional Research in the University (1971)

COMPONENT E

Integration Period of Research Component, Stage 1

Time: One week, three hours per meeting daily (MTWTF)
Methods of Instruction: Discussion
Objectives: To provide students an opportunity to study intensively several research articles with emphasis on integrating earlier instructional materials.

Schedule:

1 Problem
2 Methodology - Data Collection
3 Data Analysis
4 Results and Intepretations
5 Conclusions

Assignment: Discussion of several research articles.

Text

Evans, Organizational Experiments

COMPONENT F

Institutional Research: Stage 2

Time: Five weeks, one three hour meeting weekly plus planned individual conferences.

Methods of Instruction: Discussion

Objectives: To provide expert and peer critique of student's institutional research projects. The final proposal will be completed by this end of this component.

Schedule:

1 Review of the problem; literature review; hypothesis

2 Data generation and analysis

3 Results; reporting formats

4 Critique by peers, instructor

5 Critique by selected experts

Assignment: Students will present a final institutional project to a panel of selected experts for final approval.

Text

David R. Krathwohl, How to Prepare a Research Proposal (1966)

TEXTS

Hubert M. Blalock. An Introduction to Social Research

William M. Evans. Organizational experiments: Laboratory and Field Research

W. James Popham. Educational Statistics: Use And Interpretation

Hubert M. Blalock. Social Statistics

M. Clemens Johnson. Educational Uses of the Computer: An Introduction

Paul I. Dressel & Assoc. Institutional Research in the University

David R. Krathwohl. How to Prepare a Research Proposal

Paul Resta

CONSTRUCTING COMPONENTS OF THE RESEARCH/DEVELOPMENT PROJECT PROPOSAL

General Goal

Identify and construct the components of an acceptable research/development proposal.

Specific Objectives

1. Construct a project title including the three requirements for a good project title, given a sample of a poorly stated title.
2. Identify which types of significant criteria are present, given examples of problem background statements.
3. Construct a problem statement which meets the three criteria of a problem statement, given a poorly stated problem statement.
4. Construct substantive and null hypotheses, given a problem statement.
5. Describe the sample plan and target population from a given sample description.
6. Identify information requirements for the design, stimulus materials, data collection, and data analyses procedures.
7. Specify strategy for needs assessment related to specific proposal concept.
8. Identify the elements of project logistics including project time schedule, personnel and program facilities, and projected budget.
9. Identify potential funding source for Research and Development Project.
10. Construct prototype proposal.

Assignment

Students will prepare prototype project proposal that will be reviewed by a panel of participants, staff, and consultants.

References

John Steinhart-Educational Service and Training Programs: A Guide to Federal Support

Text: Paul E. Resta and Robert L. Baker Components of the Educational Research Proposal

Mary Hall Developing Skills in Proposal Writing

Willie Sanchez

Analysis and Dimensions of Ethnic Movements

I. Areas of discussion

  A. Elements of institutional saturation: the catylst in ethnic movements

  B. The Black Movement

  C. The Chicano Movement

  D. The Indian Movement

  F. Alternatives in Education

II. Objectives

  A. To create an awareness of the colonialistic tendencies of institutions.

  B. To acquaint the participants (los compadres) with three major ethnic movements.

  C. To aid the participants in developing a historical perspective of the movements.

  D. To create an awareness in the participant for developing his own negotiation skills for dealing with ethnic groups.

REFERENCES:

Cruse, Harold	THE CRISIS OF THE NEGRO INTELLECTUAL
Douglas, William O.	POINTS OF REBELLION
Edwards, Adolph	MARCUS GARVEY
Fanon, Franz	THE WRETCHED OF THE EARTH BLACK SKIN WHITE MASKS
Malcolm X	THE AUTOBIOGRAPHY OF MALCOLM X
Memmi, Albert	THE COLONIZER AND THE COLONIZED

OTHER SELECTIONS

Brown, Dee	BURY MY HEART AND WOUNDED KNEE
Carranza, Eliu	PENSAMIENTOS EN LOS CHICANOS
Deloria, Vine	RED MEN IN AMERICA WE TALK YOU LISTEN
Galarza, Ernesto	THE MERCHANTS OF LABOR
Jackson, Helen "Hunt"	A CENTURY OF DISHONOR
Josephy, Alvin	RED POWER: AMERICAN INDIANS FIGHT FOR FREEDOM
Maquin, Wayne	A DOCUMENTARY HISTORY OF THE MEXICAN AMERICANS
Matthieson, Peter	SAL SI PUEDES
McWilliams, Carey	NORTH FROM MEXICO
Rendon, Armando	CHICANO MANIFESTO
Romano, Octavio	VOICES
Sanchez, George I.	THE FORGOTTEN PEOPLE
Steiner, Stan	LA RAZA: MEXICAN AMERICANS

Rodolfo Serrano

Specific Objectives (Anthropology and Education)

(Mod. #1)

1. To acquaint the participant with the five fundamental movements in Anthropology.

2. To develop an understanding of the significance of movements in Anthropology and their importance to ethnic studies.

3. To acquaint the participant with the basic assumption with which the Anthropologist operates.

4. To acquaint the participant with the tools of social Anthropology: The field strategies and techniques of the Anthropologist.

5. To enable the participant to review the field of social anthropology so that he can better focus on a specific problem in Education.

(Mod. #2)

1. To acquaint the participant with anthropological and educational research literature.

2. To enable the participant to analyze social anthropological research articles of his own choosing from his own ethnic perspective.

3. To identify criteria for purposes of analyzing social anthropological research articles.

4. To enable the participant to compare closely related social anthropological or educational research articles and analyze the methods used and the data presented.

(Mod. #3)

1. To enable the participant to develop a problem of his own choosing and to determine the strategies, techniques, and arrangement of data before beginning his analysis.

2. To enable the participant to conduct a "mini-research" project. To enable him to study one small aspect of a social-educational problem of his own conceptualization.

3. To enable the participant to interact with other participants and to discuss mutually related problems associated with field research.

(Mod. #4)

1. To enable the participant to present his research-project findings to his peers in a form acceptable to most research journals.

2. To enable the participant to respond to his critics in formal dialogue.

REFERENCES:

Anthony F.C.Wallace. Culture and Personality (New York: Random House, 1970).

Charles J. Erasmus. Man Takes Control (New York: Thr Bobbs-Merrill Company, Inc., 1961).

Edward T. Hall. Silent Language.(New York: Doubleday Anchor Books,196_).

Roy L. Birdwhistell. Kinesics and Context.(Philadelphia: University of Pennsylvania Press, 1970).

Erving Goffman. The Presentation of Self In Everyday Life(New York: Doubleday Anchor Books,1959)

_____________, Interaction Ritual(New York: Doubleday Anchor Books,1967).

Pertti J. Pelto. The Study of Anthropology(Columbus,Ohio: Charles Merrill Books,Inc.,1965)

I.C. Jarvis.The Revolution In Anthropology(New York: The Humanities Press,1964)

Dell Hymes. The Use of Computers In Anthropology(London: Mouton and Company,1965)

Max Black Models and Metaphors (Ithica, New York:Cornell University Press,1962)

Margaret Mead and Rhoda Métraux. The Study of Culture at a Distance (Chicago: The University of Chicago Press,1953)

Ward H. Goodenough. Cooperation in Change(New York: Russell Sage Foundatiom, 1963)

H. G. Barnett. Innovation: The Basis of Cultural Change (New York: McGraw-Hill Book Company, Inc., 1953)

TEXTS

George Kueller. Educational Anthropology - An Introduction

Nathaniel Wagner & Marsha Haug. Chicano: Psychological and Social Perspectives

Horacio Ulibarri

Objectives

The participants will have understood the basic concepts of organizations theory after having read Bredemier and Stevenson, The Analysis of Social Systems and other select readings; and having participated in a series of lectures and discussions on the subject.

The participants will have understood the basic concepts of systems analysis after having read Katz and Kahn, The Social Psychology of Organizations and other selected readings and having participated in a series of lectures and discussions on the subject.

The participants will have understood the basic theories and strategies of social change after doing selective reading and participating in discussions on the subject.

The students will be able to apply the aforementioned concepts and strategies in a micro setting while serving a short term internship and/or participating in field experience.

TEXTS

BREDEMIER & STEVENSON, THE ANALYSIS OF SOCIAL SYSTEMS

KATZ & KAHN. SOCIAL PSYCHOLOGY OF ORGANIZATIONS

BENNIS, BENNE, & CHIN. THE PLANNING OF CHANGE

BASIC CONCEPT OF ORGANIZATION

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- Goals
- Structure
- Functions
- Status/Roles
- Norms
- Socialization
- Social Control
- Primary, Secondary, and Subgroups and their interdependence

Basic Concept of System

- Input-Thruput-Output Cycle
- System Boundaries
- Subsystems
  - Production
  - Maintenance
  - Adaptive
  - Supportive
  - Managerial

- Systems and Subsystems in the Organization
  - The Nation
  - The State
  - The Community
  - The Community Agencies
    - City Council
    - The Church
    - The School
- The Individual in the System

  - Parsonian Theory of Action
  - Maslow's Concept of Self-Actualization
  - Survival Tasks of the Individual

Concept of Power

- Formal Power
- Informal Power
- Types of Power
  - Decision Making
  - Influential
  - Supportive or disruptive

- Manipulation of Power
  - Power Politics
  - Silent Majority Politics
  - Minority Group Politics
    - Collision, Compromise, Backlash
    - Cooptation

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- Theory of Social Change
  - Functional Imperatives of Social Systems
  - Selectivity in Client-Organization Relationship

  - Intervening Variables
    - Social System Mores
      - Roles
      - Climate
      - Personality of Role Players

    - Cognitive Orientation to Roles
      - Authority Subsystem
      - Colleague Subsystem
      - Student Subsystem
      - Other Pressure Groups

    - Affective Response to Roles
      - Authority Subsystem
      - Colleague Subsystem
      - Student Subsystem
      - Other Pressure Groups

    - Nature of Roles
      - Circuity of Roles
      - Sequential Nature of Roles
      - Interlocking Nature of Roles

    - Climate
      - Evaluation-Feedback Mechanisms
      - Reconstitution Capabilities (Open-Close Climate)

  - Types of Change
    - Stabilizing
    - Disruptive

    - Variables:
      - Problem(s)
      - Structure
      - Technology
      - People

  - Planning for Change

    - Strategies
      - Personality Types and Kinds of Adaptation
      - Power Base to Use with Different Types
      - Kinds of Commitment and Types of Control
      - Mapping the Strategies

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PROGRAM SCHEDULE
(Cooperative Higher Education Institute)

AS - ANGEL-SANCHEZ
B - BURLINGAME
R - RESTA
S - SERRANO
U - ULIBARRI

Weeks 13–16: ←at N.M.H.U.→

DAYS \ WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MONDAY	B 8-10	*	*	*	*	*	*	*	*	*	Resta-Proposal Writing, etc.		*	*	*	*
	S 10;30-12	*	*	*												
					S 1;00-2:30	*	*									
								S 2-5	*	*	*	*	*	*	*	*
UESDAY	B 8-10	*				B 8-9					B 8-11	10:00AM Tom Rawson Inst. Ser.	AS 8-5	*	*	*
	S 10:30-12	*	*	*												
EDNESDAY	B 8-10	*	*	*	*	B 8-9	B 8-10	*	*	Resta-Proposal Critique	B 8-11	Rocky Mountain Research Association	AS 8-5	*	*	*
	S 10:30-12	*	*	*												
					S 1-2:30	*	*	*								
									S 2-5	*	*	* LAS				
THURSDAY	B 8-9:45	*				B 8-8:45					B 8-8:45	CRUCES				
	U 10-12	*	U 8-12	*	*	U 9-12	U 8-12	*	*	*	U 9-12	U 8-12	*	*	*	*
RIDAY	B 8-10	*	*	*	*	*	*	*	*	Resta-Proposal Critique	*		AS 8-5	*	*	*
	AS 10:30-3:30		*	*	*	*	*	*	*	*	*	*				

PROGRAM PLANNING WORKSHOP

Cooperative Higher Education Institute

Ghost Ranch - Abiquiu, New Mexico 87510
August 19, 20 and 21

Saturday
(August 19)

3:00 - 5:00	REGISTRATION - Ranch Office
6:00 - 7:00	DINNER - Ranch Dining Hall
7:30 - 8:30	GROUP MEETING Welcome - UNM & NMHU Introductions - Sanchez, Hale Outline of Workshop - Hale
8:30 - 'til	INFORMAL SOCIAL

Sunday
(August 20)

7:30 - 8:30	BREAKFAST - Ranch Dining Hall
8:45 - 10:00	GROUP MEETING 1. Outline of Program - Hale, Sanchez 2. Program Dimensions - Instructional Staff
10:15 - 11:00	(1) Teams 1 thru Team 5 - Angel, Sanchez, Ulibarri (2) Teams 6 thru Team 10 - Burlingame, Resta, Serrano
11;15 - 12:00	(1) Teams 6 thru Team 10 - Angel, Sanchez, Ulibarri (2) Teams 1 thru Team 5 - Burlingame, Resta, Serrano
12:15 - 1:15	LUNCH - Ranch Dining Hall
1:30 - 3:00	INTEREST GROUP MEETINGS (Select Chairman) Participants Advisory Committee Evaluators Staff
3:15 - 4:00	1. INSTITUTIONAL TEAM MEETINGS (Administrator and participants from each institution will discuss program relationship to institutional benefits.) 2. INSTRUCTIONAL STAFF AND EVALUATORS MEETING
4:15 - 'til	GENERAL REACTION MEETING (1) Institutional Teams (2) Individuals
6:00	COOK-OUT

Monday
(August 21)

7:30 - 8:30 BREAKFAST - Ranch Dining Hall

8:45 - 9:30 INTEREST GROUP MEETING
  Participants
  Advisory Committee
  Evaluators
  Staff

9:45 - 10:45 GENERAL SESSION
  Presentation by interest group Chairman
  (reaction to program)

TEAMS: (1) University of Albuquerque thru (5) Fort Lewis College
(6) New Mexico Highlands thru (10) Texas Southmost College

INSTITUTIONAL PROFILES

I. Level and Type of Institutions by States

II. Institutional Demographics

  A. Student Enrollments

  B. Faculty

  C. Administration

  D. Minority-Group Percentages: Students, Faculty, Administration

III. Rationale for Participation

IV. Criteria for Participant Selection

V. Institutional Pre-Program Concerns

VI. Pre-Program Commitments to Participants

VII. Post-Program Effects on Institutions

  A. Effects on program

  B. Effects on services

  C. Effects on staffing

  D. Effects on staff relations

  E. Effects on faculty aspirations

  F. Effects on inter-institutional relations

  G. Effects on job status of participants

Institutional Profiles

I. Level and Type of Institutions by States

STATE	PUBLIC 4-YEAR	PRIVATE 4-YEAR	PUBLIC 2-YEAR	PRIVATE 2-YEAR
Arizona			2	
California			1	
Colorado	2			
New Mexico	1	1		
Oklahoma				1
Texas			2	
TOTAL	3	1	5	1

II. Institutional Demographics

A. Student Enrollments

INSTITUTION	TOTAL	MEXICAN AMERICAN	INDIAN	BLACK	TOTAL MINORITY	PERCENT MINORITY
Two-Year:						
Cochise (AR)	2,172	700	18	40	758	34.9
Western (AR)	1.530	411	87	97	595	38.8
Imperial Valley (CA)	3,067	1,061	46	102	1,209	39.4
Bacone (OK)	489		288	60	348	71.1
Laredo (TX)	4,000	3,400		7	3,407	85.2
Southmost (TX)	2,800	1,960		4	1,964	70.1
Four-Year:						
Ft. Lewis (CO)	2,241	84	242	12	338	15.1
Southern (CO)	5,210	1,025	9	74	1,108	21.3
Albuquerque (NM)	2,820	893	202	115	1,210	42.9
Highlands (NM)	2,423	1,236	106	31	1,373	56.7

II. Institutional Demographics

B. Faculty

INSTITUTION	TOTAL	MEXICAN AMERICAN	INDIAN	BLACK	TOTAL MINORITY	PERCENT MINORITY
Two-Year:						
Cochise (AR)	69	6			6	8.7
Western (AR)	75	9	1		10	13.3
Imperial Valley (CA)	75	5			5	6.7
Bacone (OK)	46		8	1	9	19.6
Laredo (TX)	80	48			48	60.0
Southmost (TX)	85	34		1	35	41.2
Four-Year:						
Ft. Lewis (CO)	125	6	3		9	7.2
Southern (CO)	297	23		3	26	8.7
Albuquerque (NM)	86	12			12	13.9
Highlands (NM)	133	30		1	31	23.3

II. Institutional Demographics

C. Administration

INSTITUTION	TOTAL	MEXICAN AMERICAN	INDIAN	BLACK	TOTAL MINORITY	PERCENT MINORITY
Two-Year:						
Cochise (AR)	12	1			1	8.3
Western (AR)	7				0	0.0
Imperial Valley (CA)	8				0	0.0
Bacone (OK)	7		1		1	14.3
Laredo (TX)	7	4			4	57.1
Southmost (TX)	10	7			7	70.0
Four-Year:						
Ft. Lewis (CO)	28				0	0.0
Southern (CO)	68	9			9	13.2
Albuquerque (NM)	21	8			8	38.1
Highlands (NM)	20	14			14	70.0

II. Institutional Demographics

D. Minority-Group Percentage: Students, Faculty, Administration

INSTITUTION	STUDENTS	FACULTY	ADMINISTRATION
Two-Year:			
Cochise (AR)	34.9	8.7	8.3
Western (AR)	38.8	13.3	0.0
Imperial Valley (CA)	39.4	6.7	0.0
Bacone (OK)	71.1	19.6	14.3
Laredo (TX)	85.2	60.0	57.1
Southmost (TX)	70.1	41.2	70.0
Four-Year:			
Ft. Lewis (CO)	15.1	7.2	0.0
Southern (CO)	21.3	8.7	13.2
Albuquerque (NM)	42.9	13.9	38.1
Highlands (NM)	56.7	23.3	70.0

III. Rationale for Participation

A. Develop the competency of the individual participant - 5

B. Develop individual participant as change agent - 1

C. Need for minority administrators - 3

D. Need for minority faculty members with doctorate - 1

E. Favorable impression of proposed program - 2

IV. Criteria for Participant Selection

A. Academic potential - 6

B. Expressed desire for training - 2

C. Perceived potential for promotion - 4

D. Attitude toward change - 2

E. Existing work in critical position - 2

V. Institutional Pre-Program Concerns

A. That "unhealthy" attitudes might be fostered - 1

Substantiated - 0

B. That the program might be "watered down" for participants - 3

Substantiated - 0

C. That areas pertinent to critically needed change in higher education would not be engaged - 1

Substantiated - 0

D. That participants might use the program for self-promotion rather than as training for needed institutional change - 1

Substantiated - 2

E. That the participant might not be able to handle a rigorous graduate program - 1

Substantiated - 0

F. That coordination problems would arise between the institution, the individual, and the project - 1

Substantiated - 1

G. That the individual might be motivated to seek a promotion when none was available - 1

Substantiated - 1

VI. Pre-Program Commitments to Participants

A. None - 3

B. Continued employment - 5

C. Cooperation with program projects - 3

D. Consideration of participant for future advancement - 3

E. Promotion to position in which change agent influence could be exterted - 1

F. Institutional support for future change - 1

G. Assistance with program travel - 1

VII. Post-Program Effects on Institutions

A. Effects on program

1. None - 6

2. Changes in Ethnic Studies Programs - 2

3. Changes in Language Development Program - 1

4. Grant secured for faculty cultural awareness training - 1

B. Effects on Services

1. None - 5
2. Additional extension services to public schools - 1
3. Additional peer counseling and tutoring - 1
4. Improved processing of federal grants - 1
5. Increased emphasis on minority-group student recruitment - 1

C. Effects on Staffing

1. None: Administration - 7

   Faculty - 8

   Staff - 8
2. Added bilingual faculty - 2
3. Added Director of Extension Services - 1
4. Added positions in recruitment and financial aids - 1
5. Participant now viewed as potential administrator - 1

D. Effects on Staff Relations

1. None - 8

2. Improved faculty-staff knowledge of bilingual programs - 1

3. Improved relations between minority-group and majority-group staff - 1

E. Effects on Faculty Aspirations

1. None - 6

2. Participant has higher aspirations - 1

3. Increased interest in advanced training - 2

4. Improved morale among minority-group faculty - 1

F. Effects on Inter-institutional Relations

1. None - 2

2. Participant's expanded interpersonal relations network seen as functional for the institution - 3

3. Functional relationship established with Educational Testing Service

4. Increased interaction with institutions serving similar populations - 3

5. Increased interaction with the University of New Mexico - 2

6. Increased understanding of bilingual programs - 1

G. Effects on Job Status of Participants

1. None - 4

2. Leave of absence extended for Ph. D. completion - 2

3. Promotion from staff to faculty - 1

4. Loss of participant to another institution - 2

5. Participant resigned to complete Ph. D. - 2

6. Promotion to higher staff position - 3

7. Promotion to administrative position planned in near future - 1

8. Lateral change to staff position more appropriate to acquired skills - 1

COOPERATIVE HIGHER EDUCATION PROJECT

New Mexico Highlands University - The University of New Mexico

EXTERNAL EVALUATORS' REPORT

Number One

August, 1972

COOPERATIVE HIGHER EDUCATION PROJECT

EXTERNAL EVALUATORS REPORT

NUMBER 1

Introduction

Dr. James Appleberry, Oklahoma State University, and Dr. Jerry Boardman, The University of Nebraska, attended the Planning Workshop of the Cooperative Higher Education Project on August 19-21, 1972, in the role of external evaluators. The comments which follow reflect the combined reactions of Drs. Appleberry and Boardman to the Planning Workshop, and hopefully will serve to assist the project staff, participants, and advisory committee as they engage in the Project.

Questions Concerning Program Experiences

1. Do the program experiences outlined at the Planning Workshop and in the proposal logically lead to the attainment of the program objectives?
2. What is likely to be the impact of the involvement of institutional representatives upon institutional change? Is it possible that by having the top administrative person(s) involved in the project, change will occur because of his support, and not as a result of the program experiences?
3. Is the focus of the program to prepare "change agents," for example: persons who promote change, or is it to prepare persons who know how to secure and organize data to be given to someone else who then may choose to initiate change? Most of the discussion during the Planning Workshop seemed to focus on data securers, at the middle management level--those who probably would not be located in decision-making

positions. Does this have implication for program planning?

4. Is it possible that the process of the program as outlined in the Planning Workshop would give access to information systems heretofore not available to the participants? The implication here is both in terms of "entree" and knowledge of "how to play the system".

Questions Concerning Program Structure

1. It appears after the Planning Workshop that the program structure can be conceptualized into two parts; first semester--understand the system and gain tools of analysis at both macro and micro levels; second semester--can the participants apply the tools and skills learned to change the systems in which they are engaged. The first semester clearly seems to focus on the gaining of the conceptual understanding of how organizations work, as well as securing the necessary data gathering and research tools to assist in programatic decision-making. Second semester clearly focuses on the "practical" application of the material learned.
2. It appears after the Planning Workshop that one aspect of the participants' role in their parent institutions upon return would be that of development and implementation of minority student programs, yet the on-campus formal program content appears to be void of a curricula orientation. It would seem that one focus of the program content should be the design and evaluation of instructional systems.
3. It appears after the Planning Workshop that the management tool aspect of the program structure puts an emphasis on the acquisition of certain traditional tools such as basic concepts of research methodology, proposal development, computers, statistics and institutional research and yet is void of such recent management tools as process and product evaluation, systems planning and PERT.

Questions Concerning Evaluation

1. Is external evaluation a second evaluation of a given content or process, or is it a separate and different evaluation of content or process that has not been assessed elsewhere?
2. What will be included in the internal evaluation, and how does it interface with the external evaluation?
3. What do you see as the content and process of the external evaluation?
4. What is the time-line for external evaluation?
5. Do external evaluators access the "on-the-job" behavior of participants after their involvement in the project?
6. Is the external evaluation to be an evaluation of the process, or of the product of the project--or both?
7. In terms of the proposal? What assessment and evaluation techniques are acceptable?
8. Will second semester visits by the external evaluators be to the Albuquerque campus, or will they be "on sight" visits to the cooperating institutions?

Questions of General Relevance

1. Are "change agents" limited to institutions located in southwestern United States, or to organizations in general? It appears that program participants think "southwest" and Chicano".
2. Is the program designed for "change agent" development that happens to focus on minority groups in order to secure funding, or is it designed to enable Chicano participants to become "change agents" for their values in institutions in which they serve? What is the perception of the staff as well as the participants in this regard?
3. The external evaluators were selected based upon their interest in transporting the "model" to various institutions. Precisely what are

the elements of the "model" to be transported?

4. "Change agents" for what? Are the participants expected to become "change agents" in the generic sense, or are they to become "cultural change agents"?

General Comments

1. The handout in the program structure gives the impression that the research component is the major content area of the training program. This appears to be misleading. Each content area should have been of the same format and length. Is Higher Education also a component as indicated on the cover sheet? If so, a description of the higher education content should be included. A comprehensive program structure statement would have helped the participants in clarification of program goals and objectives.
2. A USOE representative should also have been in attendance at the Planning Workshop.
3. From the verbal description of the program experiences, the University of New Mexico experience appears to be more conceptual in nature and the New Mexico Highlands University experiences more reality oriented. The program staff should be aware of this when the relative contribution and merit of the various program experiences are evaluated in relationship to their effect to the on-job behavior on the part of the participants. This could be a potential conflict in terms of the effectiveness of the various program components. The assumption is that individuals would view a reality-oriented experience as more beneficial.
4. If one of the major objectives of the program is a transportable model, then the major objectives of the model need to be identified and also the major events and activities corresponding to each of these objectives.

Each of the activities must then be thoroughly documented. For example, the orientation program should be clearly delineated and described. The following specific activities might be identified, described and evaluated as to usefulness in meeting orientation objectives: (a) small group sessions, (b) large group sessions, (c) presentation by Dean and Vice President, (d) feedback session, (e) course summary session, (f) cook-out, and (g) ranch retreat. Enclosed is a manual using a format which might be useful in generating the transportable model.

5. An external evaluation should be made of the participants' reactions of the effectiveness of the formal program experience both pre and post to the field experience in order to properly assess the impact of the field experience as it relates to the formal program experience.
6. The predominance of Chicano participants and Chicano staff apparently was affecting the perception and orientation of persons engaged in the project during the Planning Workshop. Frequently participants and staff members would speak to each other in Spanish. If the project is to meet its stated objective of involving both Chicano and Native American participants in a viable program, cultural sensitivity and consideration must be reflected in the behavior of both the participants and the staff. A larger number of Native American participants in the project may prove to be helpful in this regard.
7. There seems to be a difference in the perception of the participants and the program staff regarding (1) Project objectives, (2) program content, (3) program process, and (4) program product. Increased authentic interaction between program participants and staff in these areas may help reduce this divergency of perception.

8. All external evaluators should have been selected prior to the Planning Workshop, and all should have attended. The two who were there will undoubtedly have a distinct advantage in understanding the development and conceptional aspects of the project.

9. The external evaluators were impressed and pleased with the commitment of the project staff to the success of the project.

10. There appear to be excellent cooperation between the host institution, the assisting institution, and the cooperating institutions in the Consortium. This should facilitate authentic communication between the three groups, and prove beneficial to the achievement of program objectives.

11. In the judgmentof the external evaluators, most of the program participants appear to be committed to the program. However, one or two may not be sufficiently committed to complete the program.

12. In the judgment of the evaluators, the program process appears to be outstanding. It allows for input from the cooperating institutions, from the program participants, as well as the faculty. The faculty will probably be best able to contribute conceptual capital to the program content, the participants will be able to give immediate feedback regarding the educative process, and the cooperating institution should be able to provide input regarding the practicability of the program experiences. The model appears to be viable for modification from any of the three sources mentioned above. For example, the external evaluators were impressed by the project staff's willingness to respond to the participants request for information and change in the program at the Planning Workshop.

13. The holding of the Planning Workshop at a place that was relatively

secluded and which allowed for maximum interaction among participants, the Program Advisory Committee, the external evaluators, and the program staff was an excellent choice. It allowed rapid progress in establishing communication channels and repartee between participants and project staff. It is the judgment of the external evaluators that a great amount of progress was accomplished in this kind of a setting, and that such progress would not have been as great had the physical conditions not allowed this kind of an experience.

14. The project staff is to be commended for its apparent non-defensiveness regarding program process and content. It is the opinion of the external evaluators that the staff is committed to doing an outstanding job, but they do not seem to be personally identified with any one element of the project.

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Susan B. Gordon PhD

EVALUATION OF COOPERATIVE HIGHER EDUCATION PROJECT

UNIVERSITY OF NEW MEXICO

DATA-GATHERING PROCEDURE

All 17 of the participants in the Cooperative Higher Education Project were interviewed by me on August 30-31, 1972 for the purpose of extracting responses to the following questions:

1. When you decided to enroll in this program, what expectations did you have regarding the program and what it would do for you?

2. How have your expectations changed since Ghost Ranch and early class sessions? Is the program different from what you thought it would be? Will you be receiving the skills you anticipated?

3. What are your expectations about what you will be doing after the Program? Do you feel the skills you are receiving are appropriate for your future?

INITIAL PROGRAM EXPECTATIONS UPON ENROLLMENT

In general, the participants had limited pre-knowledge of the Program. Information extended little beyond what was contained in the brochure. The Highlands University participants necessarily knew the most about the Program. The motivations for enrolling, then, did not revolve

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around substantive aspects. Instead, the major impeti appeared to be improvement of self; professional growth; and the acquisition of an advanced degree. In only a few instances was the major motivation that of returning to their institution as a more effective change agent. Even rarer was the major motivation that of helping the Chicano people and serving as a model for them.

CHANGED EXPECTATIONS

In general, the program is greater in scope than was expected. With more information came more interest in and feeling for the Program. Clarifications made by the staff at Ghost Ranch were extremely helpful. The skills the participants expected are being received. Skills not initially anticipated are deemed to be worthwhile and appropriate.

PERCEPTIONS OF INSTRUCTIONAL STAFF

In general, the staff is considered to be very interested in the growth of individual Program participants and in the maintenance of a good interactive relationship with the participants.

Specifically, with respect to the Burlingame course, only one participant held a somewhat critical view. It was his opinion that the lecture teaching style was inappropriate and that individual meetings with Burlingame and small group sessions should be substituted. He also felt that much of the course content was irrelevant and should instead be related to the Chicano culture. Consequently, he believed that the text by Evans should be replaced by

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case studies that dealt with minority groups. Although a small number of participants were overwhelmed by the complexity of the course content, the majority of the participants, in describing Burlingame and his course, used such phrases as "real application of theory"; "well-structured curriculum"; "models extremely important"; "key skills"; "excellent...an authority"; etc.

On the other hand, the Serrano course received primarily unfavorable reactions. Although the ethnic orientation was applauded, the large majority of the participants, in desribing Serrano and his course, used such phrases as "not accomplished anything yet"; "relevance of of Anthroplogy questionable"; "non-directive style of teaching questionable"; "utilizes unfamiliar terminology"; "little objectivity"; "personally biased theory of Anthropology"; "seems confused"; "hasn't developed curriculum core yet"; "course goal not stated"; "irrelevant"; etc.

POST-PROGRAM PLANS

Almost all the participants expect to receive a PhD in a few years. About half of the participants expressed the notion that returning to their institutions was a top option. Others mentioned such alternatives as going into curriculum design; the Government; writing ethnic-oriented textbooks; improving Chicano-Anglo relations; research; etc.

GENERAL OBSERVATIONS

The training model appears to be evolving systematically. The staff are highly receptive to feedback from the participants and external evaluators. The particepants, as manifested in my interviews with them, feel that the staff members are very open to change, thus giving them a high degree of comfort with the Program. I, after talking with the staff, agreed that they, as an entirety, are commendably flexible and have exceptional capability to determine and execute essential redirections.

The major flaw in the Program is evinced in the outcome of their recruitment efforts. Although the staff tried to attract Native Americans, their efforts were futile...all but two participants are Chicano. The staff, however, have benefited greatly from this failure, and are prepared now to set up a model for successfully recruiting a balanced group of minority group members. It would be highly desireable, in my opinion, for the Cooperative Higher Education Project to be extended beyond the current contract. This would then enable the staff to complete the development of a minority recruitment model and subject the products of their recruitment efforts, under the new model, to a truly refined version of their training model.

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UNIVERSITY OF CALIFORNIA, RIVERSIDE

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DEPARTMENT OF HISTORY   RIVERSIDE, CALIFORNIA 92502

July 17, 1973

Professor James A. Hale
Co-Director, New Mexico Highlands University-
University of New Mexico Cooperative Higher Education Project
Department of Educational Administration
University of New Mexico
Albuquerque, New Mexico

Dear Professor Hale:

On July 9-11, 1973, Dr. James Appleberry of Oklahoma State University, Dr. Jerry Boardman of the University of Nebraska, and I visited the University of New Mexico, where we conducted an evaluation of the New Mexico Highlands University-University of New Mexico Cooperative Higher Education Academic Institute. The evaluation consisted primarily of de-briefing interviews with students and professors involved in the project.

As Professors Appleberry and Boardman also participated in the project's Planning Workshop on August 19-21, 1972, and prepared a preliminary evaluation report, they are submitting a separate report which will include both summative and comparative analyses. Therefore, I am submitting the following as my own summative report, in a somewhat different form than that of Professors Appleberry and Boardman. In this report, I will address myself as succinctly as possible to the following four questions (although of necessity there will be some redundancy):

(1) What were the basic strengths of the program?

(2) What were the basic weaknesses of the program?

(3) What did the students see as the major benefits which they received from the program?

(4) What suggestions did students have for modifying future such programs or for adapting the program to other universities?

I. What were the basic strengths of the program?

A. Students perceived the major strengths of the program to be the development of students' skills and the broadening of students' perspectives. In the realm of skill development, they generally felt that the program was most effective in developing their skills in organizational analysis, research design, and critical analysis of research articles. In the realm of broadened perspectives, they mentioned a greater understanding of the complexity of organizations, the various processes for effecting institutional change, the possibilities of socially-constructive research, and the variety of problems faced by members of minority groups.

B. Next to the development of skills and broadening of perspectives, the students most often lauded the high quality and strong commitment of the project faculty and staff. However, these positive comments were somewhat tempered by the feeling of students that, unfortunately, faculty members did not always teach their academic strengths, but rather secondary areas in which they had less expertise. Some students commented on the positive value to the program of some of the guest speakers, but they also indicated that others did not contribute much and spoke on irrelevant topics.

C. Students consistently mentioned the interaction with other project students as a major strength of the program. Not only did students feel that they benefited from meeting future ethnic leaders in higher education from other parts of the country, but they also cited the value of learning from each other about the minority situation throughout the southwest. However, the positive feature of constant interaction with other project students was somewhat offset by the general regret that project students did not have sufficient interaction with regular University of New Mexico graduate students.

D. All students positively described their stay at the Educational Testing Service in Princeton, New Jersey. They felt it both broadened their vistas on the functioning of the educational establishment and dramatized for them the continuing failure of testing agencies (as exemplified by ETS) to develop testing mechanisms which are relevant and accurate when applied to ethnic minorities. However, despite their positive feeling toward the ETS experience, the students generally felt the stay was too long (could have been reduced to two weeks) and did not provide sufficient flexibility for individuals to pursue their own interests in the most effective manner.

E. Finally, students often mentioned the financial support for their studies as a positive aspect of the program because of the opportunity it gave them to continue their higher education.

II. What were the basic weaknesses of the program?

A. The home institution (and the one-semester practicum at the home institution) received the most consistent criticism as the weakest aspect of the program. Among the criticisms were (1) that some home institutions exploited the students by returning them to their previous roles (such as teaching) during the practicum rather than permitting them to conduct research; (2) that home institutions were not aware of or did not carry out their obligations under the program; (3) that home institutions did not cooperate fully with the project; (4) that there was poor communication between the home institutions and the University of New Mexico; and (5) that the students were away too long from Albuquerque and thereby failed to receive immediate, continuous feedback on their research from project professors. Students were unanimous in recommending that the home institution phase of the project either be abandoned altogether or severely reduced (to about four weeks).

B. Next to the home institution practicum, the New Mexico Highlands University phase received the most criticism. The general feeling was that this segment of the program was not well organized and lacked the solid content which the students desired. In particular, some students objected to the exercise in proposal writing and to the amount of time devoted to "sensitizing" them to Mexican-American life. The students felt that Highlands potentially had much to offer them--particularly the opportunity to observe closely the operation of an aggressively developing institution and the day-to-day activities of the university leaders--but that the structure of the Highlands component did not enable students to gain the maximum out of their stay.

C. Although students felt that the University of New Mexico segment was clearly the most valuable phase of the program, they had certain reservations about it. Some objected to the rigidity of the program--the maintenance of a full-time standard core curriculum during the fall quarter, the fact that students could not take elective courses until the summer following the practicum, and the perceived "downgrading" of the program to accommodate students with weaker academic backgrounds. In short, they felt that they were treated too much as a group and not sufficiently as individuals. Moreover, students often mentioned that they wished more professors had participated in the teaching aspects of the program and that all professors would have taught their specialties--areas in which they had the greatest expertise--rather than subjects in which they were not as strong. Finally, there was some feeling that the pedagogical approaches were too theoretical--that there should have been more emphasis on the applicability of this theory to the practical aspects of change agentry in general and ethnic change agentry in particular.

D. Finally, two other aspects of the program received consistent criticism. First, students often indicated a cummunications gap among UNM, Highlands, the home institutions, and the students. They cited as an example the confusion which developed over the students' writing assignments during the home institution practicum--

a confusion which was not resolved until late in that phase and then with considerable hardship for some of the students. Second, students mentioned the deleterious effects of the intra-faculty conflicts which occurred during the initial stages of the program. This resulted in considerable delay and confusion during the early weeks of the institute.

III. What did the students see as the major benefits which they received from the program?

A. Students most consistently cited the development of their skills--in organizational analysis, research design, and critical analysis of research articles--as the most important benefit which they received from the program. However, based on my conversations with the students and a number of project professors, I would modify this to say that, although students did experience skill development, a more important benefit for them might be the increased confidence which they gained in these skill areas. In other words, the degree to which they actually developed these skills may be less significant than the confidence that the students obtained from the program. This growth of confidence seems to have occurred particularly in the areas of organizational and research article analysis and in their ability to become institutional change agents. This I see as a major contribution of the program--the providing of additional impetus for change agentry in their institutions.

B. As well as skill development, students often mentioned the broadening of perspectives as a major benefit of the program. In particular, they cited their increased knowledge of organizations, their greater understanding of the field of administration, and their expanded knowledge of scholarly literature on ethnic groups (particularly Chicanos). Some students indicated that the program made them more aware of problems faced by minority groups, but others mentioned that they already knew of these problems and were more concerned with obtaining skills to contend with them.

C. In addition to the more cerebral benefits of skill development and broadened perspectives, students consistently referred to the more pragmatic benefits of the program. These benefits included getting a good start toward obtaining an advanced degree, being credentialed in administration so that they could more effectively move into that area of higher education, finding a better job, or obtaining a promotion within their institution (where they could be more effective change agents).

D. Finally, students regularly cited the value of interaction with other project students. This was not only because of what they learned from this interaction, but also because of the friendships which they established with each other as future ethnic leaders in higher education.

IV. What suggestions did students have for modifying future such programs or for adapting the program to other universities?

A. In general, students felt they would have benefited from greater emphasis on the following areas:

1. greater emphasis on the development of basic skills. This would involve the expansion of the research component of the program and the including in the core program of an introduction to such skill areas as law, finance, management, and human relations.

2. increased emphasis on the practical application of theory and research skills. This would include research in the local community (Albuquerque) with an emphasis on the ethnic population, the preparation of research papers based on these studies, learning from the local research experience of other students, and receiving immediate critical feedback from project professors.

3. more attention to the analysis of research literature on ethnic groups (particularly Chicanos).

4. increased time at UNM (with concurrent reduction of time at the home institutions, Highlands, and ETS).

5. greater program flexibility and more elective course work from the beginning of the project (with the reduction of the core requirements--maybe one year-long project seminar instead of a series of standardized project courses). Along these lines, there was the feeling that students should be permitted to explore their particular interests in greater depth through electives and by working in a more concentrated manner under a professor of their choice. In addition, there was some feeling that students with deficiencies in their academic background should use the first semester to take courses in those areas where they needed strengthening in order to raise the general level of the core seminar.

6. more interaction with regular graduate students and participation in regular graduate courses.

7. participation by a greater number of professors and the concentration by professors in teaching areas in which they had the greatest expertise.

8. more good guest speakers.

B. Conversely, students felt that the program would be improved by reducing the time in the following components:

1. Practicum at the home institutions (to four weeks maximum).

2. New Mexico Highlands University (to two weeks).

3. Educational Testing Service (to two weeks).

C. The role of the home institution was the element most consistently singled out as in need of improvement. It was felt that the obligations of the home institutions must be clarified as to their support for the students during their practicum research and as to the commitment of the home institutions to promote the project students into administrative capacities following their return to the institutions. Moreover, it was felt that much improvement had to be made in the communications and cooperation between UNM and the home institutions.

D. The ethnic aspect of the project received suggestions for improvement:

1. It was felt that the program needed to be broadened and strengthened in the area of sociological and anthropological analysis of ethnic groups, with a corresponding reduction in the "sensitizing" aspects of the ethnic component. Such improvement would involve the increased critical study of research literature on the Chicano.

2. It was felt that there should be a more effective practical application of theory and research skills to local ethnic situations. This would include working with ethnically-oriented community projects and organizations, on-the-job observation of these aspects of the community, research into the local ethnic community, and the sharing of research results with professors and other students in order to get immediate critical feedback.

E. Finally, there were some miscellaneous specific suggestions for improvement.

1. The course on Social Psychology of Organizations should come at the beginning of the program.

2. There should be a greater emphasis on analyzing the concept of change agentry, including the varieties of goals, tactics, and strategies.

3. A more systematic effort must be made to differentiate research and development, including a study of their common characteristics as well as their salient differences.

These are the major conclusions which I was able to make on the basis of my interviews and analysis. I hope that these comments will prove useful in future program developments.

Sincerely,

Carlos E. Cortés

Dr. Carlos E. Cortés
Associate Professor of History
and
Chairman, Mexican-American Studies
University of California
Riverside

CEC: cjy

COOPERATIVE HIGHER EDUCATION PROJECT

NEW MEXICO HIGHLANDS UNIVERSITY - THE UNIVERSITY OF NEW MEXICO

EXTERNAL EVALUATORS' REPORT

NO. 2

July, 1973

COOPERATIVE HIGHER EDUCATION PROJECT

EXTERNAL EVALUATORS' REPORT

NO. 2

(Part A - Summative Report)

INTRODUCTION

Dr. James Appleberry, Oklahoma State University, Dr. Jerry Boardman, University of Nebraska, and Dr. Carlos Cortez, the University of California-Riverside, conducted evaluation interviews of program participants in the New Mexico Highlands University-University of New Mexico Cooperative Higher Education Project. These interviews were conducted during July 9-11, 1973. The comments which follow reflect the combined reactions of Drs. Appleberry and Boardman to the information gained during the interview processes. Since this was Dr. Cortez's first involvement in the project as an evaluator, it was determined that he would write a separate evaluative report.

EVALUATION OF PROGRAM PROCESS

PROGRAM EXPERIENCES - CONTENT

For purposes of reporting, the evaluators have categorized the comments according to the program components identified by program participants and the staff at the University of New Mexico. They are as follows: Ghost Ranch, twelve-week blocked segment, four weeks at New Mexico Highlands, second semester internships and field experiences, educational testing service experience, and summer session.

Ghost Ranch. Very little specific comment regarding the Ghost Ranch experience was made by program participants. However, from the comments that were made by both participants and staff, it was easy to see that the Ghost Ranch experience allowed for early group formation and group identity which permitted the establishment of effective communication among members of the group and program staff. Several program participants were critical of the program staff's attempt to eliminate status relationships between the staff and the program participants. Many thought this was very dysfunctional to later group learning, and indicated that only when status relationships were reestablished did they feel comfortable in interpersonal relationships with staff members. Participant's also generally felt that a clearer delineation of program objectives and expectations would have been helpful at the Ghost Ranch session. It was the judgment of the evaluators that the Ghost Ranch experience was a valuable component of the project, and should be retained in future projects of this nature, with the modifications mentioned above.

Twelve-Week Blocked Segment. The program participants made several comments regarding the content of the twelve-week blocked segment of the project. The participants seemed to be most critical of the anthropological segment of the program content in that they felt it was "unnecessary to have Chicano students study the Chicano way of life and how Chicano's live" when they had been reared in that culture all of their lives. They indicated that they thought it would have been better to have studied other cultures, and related these to the Chicano perspective. Program participants were high in their praise of the program analysis segment and the research segment of the twelve-week blocked experience. In fact, they indicated that Dr. Burlingame "saved" the program when he reinstituted faculty status, and "raised the standards" of expectations for the group. These comments appeared to be reflective of specificity in terms of requirements that were delineated by Dr. Burlingame.

Other comments regarding program content reflected a desire on the part of the program participants for greater flexibility during this component of the program. The participants felt a need for individualized program diagnosis and prescription, thus eliminating program segments in which they felt they had strength and incorporating segments in which they felt deficiencies. This was unique to the individual, based upon his self-perception regarding his own abilities. Additionally, the participants felt a need for more administrative content oriented formal course work. Possibly a summer program of formal course work prior to the academic year would resolve some of the individual program content needs of the participants and bring the participants to a more even basis prior to the group seminar and program experiences.

Four Weeks at New Mexico Highlands. Program participants were universally critical of their experience at New Mexico Highlands. They indicated that they wrote proposals for that institution, looked at Mexican-American living areas, and continued their course work from the twelve-week blocked segment. They indicated that they felt the individuals who provided the program while they were at New Mexico Highlands, particularly the on-campus and off-campus speakers that were brought in, knew little about the project and the role they were to play, and simply reacted to the questions which the participants were able to generate. Some of the participants felt that the major problem at New Mexico Highlands resulted because of a lack of manpower. Many students felt that if Drs. Frank Angel and Willie Sanchez could have played a more major role in their experience, particularly at this point in the program structure, the New Mexico Highlands experience would have been extremely beneficial. These individuals could also have imparted to the participants a more macro type thinking which the participants might need to know in order to bring about change when they return to their parent institutions rather than micro thinking and changes. Some participants felt there was positive benefit from the New Mexico Highlands experience in that they were able to analyze and assess some of the "problems encountered" by a developing institution. Further, they felt the experience allowed them to analyze individually some of the political problems inherent in two relatively autonomous institutions mounting a joint project. The participants thought that the continuation of course work from the twelve-week blocked segment occurred because the program staff at the University of New Mexico had determined that the students had not progressed far enough during the blocked segment.

Second Semester Internships and Field Experiences. Comments regarding the field experiences and internships were varied among program participants. It seemed that the degree of preparation on the part of the home institution and the level of administrative astuteness on the part of the participants were the determining factors. A few program participants indicated the internship and field experiences were valuable in that they allowed an opportunity to "field test" the content they had learned during the first semester. However, most program participants indicated that their home institutions were not always prepared, and that the time would have better been utilized by remaining at the University of New Mexico for additional coursework. Their recommendation was that in future projects, the student stay on campus the second semester, and that the internship and field experiences occur the following year, or at the conclusion of all necessary coursework in the program. In summary, the primary weaknesses were: (1) that the internship came too early in the program before the participant was ready, and (2) that the parent institution be better oriented as to the role of the participant during the internship, and as to the future role of the participant upon completion of the program.

Educational Testing Service Experience. The program participants were unanimous in their praise of the Educational Testing Service experience. They felt that the opportunity to study and interact with persons of national reputation, as well as the opportunity to see these people working in an actual job setting was extremely valuable. Further, they indicated they thought the experience allowed them to get out of their "southwest" syndrome, and allowed them an opportunity to gain national perspective to the educational process. The participants were high in their praise of the personnel at ETS for allowing them the opportunity to interact freely, and call upon them when they felt the need of additional information in a given area. The ETS experience also facilitated the exchange of ideas and experiences among program participants since the participants were physically housed together. This allowed for considerable evening and weekend interaction concerning the various participant viewpoints and program experiences.

Summer Session. Program participants were unanimous in their praise of the experiences gained during the summer session. They indicated they thought the course content was outstanding and very valuable to their understanding of administration. They also indicated they thought the professors in each of the courses were extremely well-qualified, and were doing an excellent job of instructing. Several professors were mentioned by name as having outstanding expertise in given areas. Program participants also indicated that interaction with other students enrolled in educational administration programs was extremely valuable to their learning processes. Participants indicated that more interaction with the other graduate students in educational administration earlier in the program would have been beneficial.

PROGRAM EXPERIENCES - ORGANIZATION

Several comments by program participants and program staff could not be categorized under program content. These remarks clearly were directed toward the organization of the program experiences. For that reason, the evaluators determined that comments regarding this part of the project might be extremely helpful in planning. For reporting purposes, the comments were separated as much as possible and reported according to the previously identified program components.

Ghost Ranch. Program participants and program staff were unanimous in their expressions of pleasure regarding the organization of the Ghost Ranch experience. They thought the time spent there was well organized, and was extremely functional for group formation and group identity.

Twelve-Week Blocked Segment. Program participants were critical of the organization of the twelve-week blocked segment. They indicated that the initial period of time evidence a lack of planning, coordination, and organization. They recognized that the departure of one of the program staff and the addition of another perhaps contributed to this perception. They were critical of the class instructional period in the early morning, followed by free time in the afternoon. They were also critical of the lack of opportunity for interaction with students enrolled in other regular programs in educational administration. Most suggested that future programs include regular coursework for program participants where they were enrolled with other students in educational administration, and that instead of having the participants identified as a separate group for instruction purposes, the program incorporate a "core seminar" for participants only. They also felt that the "blocked" organization did not allow for maximization of individual need assessment and program tailoring. Several indicated that it was only after they were well into the twelve-week time period that they recognized that some limited individual program tailoring was possible. They wished that they had known this earlier, and that there had been more opportunity for individual tailoring of program.

Four Weeks at New Mexico Highlands. The program participants were unanimously critical of the organization of their New Mexico Highlands experience. One program participant summed their reaction by saying, "We were a surprise!" They indicated several incidents of program consultants or staff members being late, or not showing at all. Program participants felt that the lack of manpower at New Mexico Highlands, coupled with the extremely heavy work loads of staff in a developing institution contributed greatly to this lack of organization.

Second Semester Internship and Field Experiences. Comments regarding the organization of the internship and field experiences primarily focused on two topics: Preparation of the home institution, and the requirements for the "papers" at the end of the experience. A few program participants indicated that their home institutions were prepared for their return and provided them with excellent opportunity during the second semester. Most, however, indicated that the home institution either did not understand what was expected during the second semester, or failed to carry out the expectation in terms of providing opportunity to utilize information gained during the first semester. Suggestions were made by program participants indicating that increased communication with the president of the home institution by the program staff, as well as attempts to secure "real" commitments from the home institution might be helpful in future projects.

Program participants were critical of the requirement for a series of "papers" at the conclusion of the second semester experience. Comments indicated that their displeasure was not with the requirement itself, but with the fact that they did not become aware of the requirement until their meeting at Brownsville, Texas in early March.

Educational Testing Service Experience. Program participants were unanimous in their praise of the organization of the Educational Testing Service experience. They indicated that the personnel at ETS were always available to respond to the needs, and that no organizational difficulties arose during the experience. The participants felt that the ETS experience did much to support the research component of the formal program experiences from the first semester. They were also positive in their remarks regarding the housing arrangements during the ETS experience. They felt that living in close proximity allowed information sharing regarding resources available through ETS, and thus made the experience much more valuable.

Summer Session. The students were high in their praise about the opportunity for free choice of coursework during the summer session. They indicated that this was the first time during the project that they felt they were able to go into depth in areas in which they felt deficient. They appreciated the opportunity to interact with graduate students in other educational administration programs.

COMMUNICATION

The external evaluators recognized that in any project such as this, communication becomes the key mediator of ideas, sentiments, etc., and thus is essential to the effective achievement of program objectives. For that reason, the evaluators have attempted to assess various dimensions of communication in the project.

Staff - Staff. Program participants indicated that they felt the staff-staff communication was weak. They indicated that the communication that was observable to them was mostly informal and unplanned. They felt that increased communication among staff members would have helped in the organization and articulation of course content.

Program participants were critical of the communication between the staff at University of New Mexico and New Mexico Highlands concerning program content and its articulation between the two schools. They indicated that it was their opinion that the haste with which the project was mounted, and the work load of staff members at each institution may have been contributing factors.

Staff - Student. Program participants were unanimous in their praise of the communication linkage between staff and students. They felt little communication blockage occurred, and that the staff was to be especially commended for their ability to respond to expressed needs of the students. They felt the staff members were very flexible in their approach, and very responsive when called upon.

The physical office proximity of the participants in relationship to the offices of staff members at the University of New Mexico was cited by many program participants as extremely valuable in facilitating the staff-student relationship. The students indicated that this close proximity allowed for free interchange of ideas with professors, and helped promote effective staff-student communication. The participants also felt that certain social activities such as a student-staff barbeque held at a staff members house, gatherings with other minority groups on campus, and the Ghost Ranch and Brownsville activities all facilitated communication between students and staff and among students.

Student - Student. Participants indicated that the communication linkages among members of the group were very good. They stated that the removal of intragroup communication blockages could be attributed to the Ghost Ranch experience. They felt that very supportive norms developed within the group, and that helpfulness pervaded the orientation of members one to another.

The group indicated a lack of communication with participants of other programs in educational administration. They felt this was a deficiency in the program and that attempts should be made in future projects to provide for more of this kind of interchange.

Inter-Institution. Program participants felt that inter-institutional communication was limited to the period just prior to and at the beginning of the project, and was weak to non-existant thereafter. They felt this was a weakness of the project, and that perhaps increased inter-institutional communication might have provided the vehicle to improve the internship and field experiences.

Program participants were especially concerned in their remarks that future cooperative projects between New Mexico Highlands University and the University of New Mexico provide for more frequent communication between the staff members of the two institutions.

EVALUATION OF PROGRAM PRODUCT

Impact on Home Institution

The external evaluators attempted to assess the perceived impact of the program participants upon the home institutions. Participants were asked about the role they would be assuming when they returned to their institutions, and about their projections of possible impact. In many cases, the program participants were returning to the same position held prior to entering the project. However, many indicated that they expected a role and responsibility change soon after they returned to their institution, or at the conclusion of their degree program. Most participants felt that if they could return to their parent institution with the degree program completed that this would have greatly enhanced their impact on the parent institution and their opportunity for a role and responsibility change. Some of the participants expressed the feeling that only through mobility might they realize real institution impact and utilization of their program experiences. If the program participants remain in the same positions they held prior to entering the program, then a valid question might be raised regarding the impact they would be able to have on change processes in their home institutions. The remarks made by the participants clearly indicated that the projected impact they anticipated was directly related to the amount of commitment to and involvement in the project by the home institution. In future program planning, the program staff may want to develop mechanisms for greater involvement of the chief administrative officer or his designate directly in project planning and implementation.

When pressed regarding the types of impact the program participants felt they might be able to have on their home institutions, most of the remarks indicated a micro level of thinking and revolved around either the development of programs for minority groups, or a sufficient knowledge of organizational analysis to enable them to know "what levers to pull" to promote some small change in the organization.

It appeared from the response of the program participants that the border consortium schools, as a group, seemed to be more aware of program objectives, and would probably make more effective use of the participants from their schools than would the other institutions as a group. The external evaluators perceived that apparently the administrative officers in the border consortium schools had utilized their existing inter-institutional linkages to facilitate communication about the present project.

Perceived Professional Growth

Program participants were asked to identify specific instances of professional growth which they felt occurred as a result of participating in the present project. A summary of their remarks indicated that most participants felt that they had a much greater knowledge of the processes and problems of administration in higher education institutions, a much greater knowledge of how organizations function, how to affect the decision-making processes in the organization, and a greater global knowledge of "what administration is." They further indicated positive attitudional shift toward the profession of administration. Several remarked that prior to engaging in the project their opinion of the administrative process was very negative, that they thought administrators were simply "rule enforcers," and that the administrators role was a relatively simple one. These opinions were greatly changed as a result of the project. Many expressed a desire to enter administrative positions in order to be able to set the direction for the organizations in which they work.

Several participants expressed surprise to learn that administrators must treat people differently in order to have an effective and smooth running organization. Almost all indicated much more knowledge regarding Chicano problems vis-a-vis "Anglo" culture, and specific knowledge regarding the "Chicano movement." Many expressed a much greater feeling of administrative competence. Additionally, there was a noticeable increase in confidence in the area of directing and conducting research in a field setting.

Program participants were very high in their praise of the coursework in which they were enrolled during the summer session. They indicated specific knowledge or content growth in law, finance, organizational analysis, and research. The opportunity to tailor a program to their individual needs allowed for a variety of specific remarks regarding many different content areas. The program participants also expressed a greater knowledge of the unique contributions and expertise of each of the faculty in educational administration, and indicated that this will be tremendously valuable to them in the future as the need for resource persons in these areas become evident.

General Comments

Support of Home Institution

Throughout the preceding comment, frequent remarks were made regarding the level of support of the home institution of the program participants. The opinion of the evaluators that an increased level of support from the home institution for the project would have resulted in a much greated impact for the student as well as for the home institution. It is recommended that in future projects of this kind, careful planning be given to mechanisms for insuring necessary commitment and support of the representatives of the home institution. That includes financial, involvement, and position commitments.

Social Activities and Impact on Project

The evaluators attempted to determine from the program participants the number and kind of social activities engaged in by the program participants as a group, and how these social activities may have impacted the learning. Apparently the social activities were spontaneous, informal, and ranged from coffee breaks involving a few students to large "gatherings" involving all program participants. These informal activities were judged by the participants to have assisted in the development of personal, affective relationships between and among program participants, and promoted the formation of positive, supportive group norms. It was the opinion of the participants that these activities promoted informal and frequent discussions concerning program content, and a sharing of experiences among participants. Thus, they were deemed as being extremely valuable to the learning process.

Frequent mention was made of the leadership of the project's secretary, Mrs. Pat Burlingame, in the informal social activities of the group. She apparently filled a very supportive role in the over-all success of the social activities.

Initial Perceived Goals of the Program

An attempt was made by the evaluators to identify the perceived goals of the program prior to entrance in the program by the participants. Most participants indicated that they understood the perceived goals initially to be to (1) prepare minorities for administrative positions in developing institutions, and to (2) prepare institutional researchers. The participants were then asked to identify what they determined to be the goals after having engaged in the project. Most agreed that the initial goal perception was still accurate, and that they thought the program had been successful in meeting its goals.

CONCLUDING REMARKS

The above report was designed to reflect the opinions and perceptions of the program participants and program staff as interpreted by two of the external evaluators as a result of a visit to the University of New Mexico campus during July, 1973. The focus of the report was clearly on perceptions regarding program content and program process. Two of the outside evaluators have also assumed a responsibility for preparing a comparative report summarizing the comments and recommendations included in evaluator reports Nos. 1 and 2, as well as some suggestions and recommendations not contained specificially in the two previous reports.

The evaluators would like to commend the program participants and the program staff for their apparent "openness" in discussing both the problems and successes of the project. The non-defensive responses to probing evaluator questions is to be commended, and seemed to be a characteristic during the initial program experience at Ghost Ranch, as well as the evaluation session at the University of New Mexico during July, 1973.

COOPERATIVE HIGHER EDUCATION PROJECT

EXTERNAL EVALUATORS REPORT

No. 2

(Part B - Comparative Report)

Introduction

The comments which follow represent the comparative section of the External Evaluators Report - No. 2 of the New Mexico Highlands University-University of New Mexico Cooperative Higher Education Project. The reflections presented were prepared by Drs. James Appleberry and Jerry Boardman and were based on the Planning Workshop held on August 19-21, 1972 and on the evaluation interviews of program participants during July 9-11, 1973. The focus of the report is a comparative analysis based on the comments and reactions included in External Evaluator Reports Nos. 1 and 2 and on the objectives stated in the abstract of the training program proposed.

The basic format for the comparative analysis will be that of External Evaluator Report No. 1. Each question of concern raised in that report will be reflected upon in the same order as presented in that report.

Program Experiences

1. The two basic program objectives were: (1) to train personnel in participating institutions to design and implement programs to increase the responsiveness of the institution to the client groups being served, and (2) to train personnel in organizational analysis so that change processes can be implemented. It was the external

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evaluators' judgment that the program did an excellent job of providing research and management skills appropriate to institutional change agents and to a lesser degree provided development skills. The program again did an excellent job of training personnel in organizational analysis but in a lesser macro degree than intended. It was the opinion of the evaluators that the program experiences as outlined did provide the opportunity for a higher level of development of the development skills and of a more macro approach to organizational analysis, but it was the failure of the New Mexico Highlands component of the program that resulted in less than optimum development of these two skill areas.

A further purpose of the Project was to develop an exportable training model to institutions of higher education who might assist other consortia of ethnically stratified developing institutions. In querying the staff concerning the training model, it was determined that the staff was able to identify conceptually overall program components and describe them in a general nature, but not with the specificity which is necessary for development of a transportable model of a replicable nature. Further work is needed in this area plus considerable staff interaction before a completely descriptive and operational transportable model is developed and available.

2. Concerning the question of the impact of the involvement of the institutional representatives upon institutional change, the evaluators definitely felt that this was an important component in the total training model. In the evaluators' opinion, in order for

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the participants to have a real impact on their parent institutions, the involvement of the top administrative person(s) from those parent institutions is an absolute necessity and a real key to the overall success of the program. This component needs to be strengthened.

3. The evaluators felt that the focus of the Project was to prepare "change agents," for example, persons who promote change, but because of the lack of "real" commitment on the part of the parent institutions and of the lack of imparting a "big" thinking idea into the participants, the program participants will probably be persons who will secure and organize data to be given to someone else who then may choose to initiate change.

4. The evaluators did feel that for the majority of the participants, the process of the program did give access to information systems heretofore not available to the participants. This information was imparted from a combination of sources including the formal on-campus instruction, the internship and field experiences and from peer interaction. The degree of information from each of the sources and the degree of interaction and reinforcement between sources varied dependent on the participant's previous experience and educational preparation. It was felt, however, that the degree of information in terms of "entree" and knowledge of "how to play the system" available via the internship and field experiences, and via the formal course work were not realized to their fullest potential. This resulted because of certain organizational

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weaknesses in these components as mentioned in the summative portion of the External Evaluator Report No. 2.

Program Structure

1. The program structure as presented in the Planning Workshop was accurate. The first semester clearly was an acquisition of the conceptual organizations of how organizations work and the securing of the data gathering and research tools, and the second semester clearly did focus on the "practical" application of the material learned.

2. In the evaluators' opinion, the evidence still is that one aspect of the participant's role upon return to their parent institutions will be that of minority program development and implementation. Only time will determine if this is an accurate assessment. Some exposure to minority program development was provided through the New Mexico Highlands experience but not near the information that is presently available regarding the design and evaluation of instructional systems. If the participants do become involved in program development in their parent institution and if the project directors feel that this is one of their desirable objectives, then further development of this component needs to be undertaken.

3. It is still the contention of the external evaluators that the program was void of such recent mangement tools as process and product evaluation, systems planning and PERT, and that these are necessary management and development skills appropriate to institutional change agents.

Evaluation

1. The external evaluation consisted of an observational evaluation at the initial Planning Workshop prior to the academic year and a debriefing interview evaluation of staff and participants near the end of the summer session post to the academic year. In querying the participants and staff, it was identified that one formal program critique was obtained and that was in December after the New Mexico Highlands University experience. Considerable informal program evaluation and feedback was provided via the staff-student relationship that existed. The ETS experience was one example resulting from such feedback. In addition, program descriptions and critiques of the internship and ETS experiences are available from diaries and reports required of the participants concerning their experiences. All of these descriptions should serve to provide appropriate documentation as to a formative evaluation. Additionally, the student research proposals and in some cases comprehensive exams are available to provide evidence concerning cognitive performance. The one area which appears to be lacking in evaluation is the identification of specific strengths and weaknesses of the elements of the training components. Again this is partially due to a lack of a clear delineation of the training components, although maybe an evaluation of this type is not appropriate until the program has undergone at least one developmental tryout and revision cycle. If the program were to be continued for a second year, maybe this would be the more appropriate time for such an evaluation. The training components and their specific entities would then be more clearly distinguishable

and, thus, identifiable and a specific evaluation could be planned.

General Relevance

1. As indicated in the summative portion of the External Evaluators Report, the ETS experience provided the necessary opportunity for the participants to get out of their "Southwest" syndrome, and allowed them an opportunity to gain a more national perspective to the educational process. Concerning the apparent "Chicano" emphasis of the program, this was difficult to curtail because of the dominance of "Chicano" participants, although the two "Indian" participants should be commended for their efforts to keep the program a Native American and Chicano oriented training program.

2. It was the perception of the evaluators that the program was indeed designed to enable Chicano and American Indian participants to become "change agents" for their values in institutions in which they serve, although in any major institution of higher education there is a certain degree of focus on specific programs to secure funding, the University of New Mexico notwithstanding.

3. The specific identification of the elements of the "model" to be transported still need to be more clearly identified and delineated. The external evaluators do feel that the staff have a good idea conceptually, at least, of what the overall components of the model were intended to be.

4. "Change agents" for what? This is one question that still needs to be answered and maybe won't be until several years into the future when the participants have made their impact. The evaluators feel that there was mixed opinion from the staff concerning this question and, maybe, that is why the precise objectives of the program were never really clearly identified.

General Comments

1. A comprehensive program structure statement would have helped the participants in clarification of program goals and objectives. If the program is repeated, this is a must. Much of the program ambiguity and resulting participant concern in the early going of the program could have been prevented with such a statement.

2. Attendance at the initial Planning Workshop was a must to appropriately comprehend the total program and the impact on the participants.

3. The University of New Mexico component definitely was the more theoretical and conceptual part of the program but the evaluators were incorrect in their assumption that the participants would view such an experience as less beneficial than the practical-oriented experience. Quite the opposite was true, although this may have resulted because of lack of organization and coordination in the handling of the on-campus part of the practical-oriented experience as well as the lack of planning by the sponsoring institution concerning activities for the participants during the second semester "back home" experience.

4. In regard to appropriate documentation of the major objectives and the major events and activities corresponding to each of those objectives. this still has not been done. This is necessary if a replicable and transportable model is to be developed and then implemented in other institutions.

5. The evaluators feel at this time that because of certain concerns and problems connected with the field experience component that a pre and post evaluation to the field experience would not have served a useful purpose, and that the participants were better able at this point in their program (July 9-11) to properly assess the utility of the field experiences.

6. The staff is to be commended because in spite of the predominance of Chicano participants and staff and the apparent direction of the Planning Workshop toward a Chicano dominated program orientation, as much as possible cultural sensitivity and consideration was reflected in the behavior of both the participants and staff.

7. Increased authentic interaction between program participants and staff in the area of program objectives, content, process and product did help to reduce a divergency of perception which existed during the Planning Workshop. Again a comprehensive program structure would have been beneficial in this area and helped to serve the same purpose.

8. The two external evaluators who attended the Planning Workshop did have an advantage in understanding the development and conceptional aspects of the project, but it was felt that a certain degree of additional objectivity was introduced into the final external evaluation by having one evaluator who had not attended the Planning Workshop.

9. The external evaluators were again impressed and pleased with the commitment of the project staff to the success of the project.

10. As stated in the summative report, inter-institution communication was limited to the period just prior to and at the beginning of the project and was weak to non-existant thereafter. The external evaluators felt that this hurt the project and every effort should be made to strengthen this component of the program.

11. Again in the judgment of the external evaluators, most of the program participants were sufficiently committed to the program, in fact, even more so now than appeared to be the case during the Planning Workshop.

12. Again in the judgment of the external evaluators, the program process appeared to be outstanding and the three sources of input--faculty, participants and cooperating institutions--were viable for modification and proved to be one of the real strengths of the program and, in fact, may have been the one strength which was the deciding factor in allowing the program to succeed.

13. As stated in the summative report, the external evaluators still feel that the setting of the Planning Workshop was an excellent choice, and that communication progress accomplished in that type of setting would not have been as great had the physical conditions not allowed this kind of an experience.

14. The project staff is to be commended for its apparent non-defensiveness regarding program process and content. The staff definitely was committed to doing an outstanding job and are to be congratulated for a job well done. Also, the evaluators would like again to commend the program participants and the program staff for their apparent "openness" in discussing both the problems and successes of the project.